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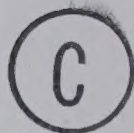


1969/10/13
1969(F)
217

The University of Alberta

A SURVEY OF ADULT EDUCATION
PROVIDED BY PUBLIC INSTITUTIONS
IN THE CITY OF CALGARY

by



Thomas Dionne Shields

A Thesis

Submitted to the Faculty of Graduate Studies
In Partial Fulfilment of the Requirements for the Degree
of Master of Education

Department of Educational Administration

Edmonton, Alberta

Fall, 1969

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "A Survey of Adult Education Provided by Public Institutions in the City of Calgary," submitted by Thomas Dionne Shields in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The main purpose of this survey was to describe the adult education programs offered by public agencies and institutions in the City of Calgary as they existed in 1968. No attempt was made to compare these agencies and institutions, nor was there an attempt to survey the private agencies and institutions offering adult education programs.

The basis of the study was an interview schedule which was used as the guideline for each interview with the adult education administrators of the public agencies. All of the administrators were interviewed and of the thirteen public agencies originally included in the survey, ten were actually involved in adult education programming. The remaining data were obtained by compilation of details from program calendars, annual reports, and financial statements where available. A review was also made of the related literature.

Thirty-nine facilities were used for adult education programs in Calgary. Many of these facilities were rented or operated under some type of co-operative agreement, and all geographic areas of Calgary had access to an adult education program of one type or other. Approximately 460 adult education courses of academic, vocational, or general interest type were offered by public agencies and of this total, one hundred and sixteen were offered at the same time by more than one public agency. This duplication of courses was most evident in the academic area.

A total of 907 instructors were employed to teach over seven thousand students in 1968. Most agencies required a minimum class

size of 10 to 12 students before a course would be offered, and the average class size was between 10 and 23 students.

Most of the public agencies charged a fee ranging from \$4 to \$180 per course. Two agencies reported that 100 percent of the instructional costs were met by fees and the remaining agencies reported at least 50 percent of their instructional costs were met by student fees. Expenditure figures were not available from all of the agencies included in the survey, but available figures indicate that over one-half million dollars was spent by public agencies in the field of adult education in 1968.

Co-operation among public agencies on an informal basis was common, and all of the administrators were of the opinion that duplication of courses existed. Half of the administrators felt this duplication was not necessary. All of the administrators were of the opinion that some method of co-operation or co-ordination was needed in the field of adult education in Calgary.

A review of legislation enacted in the Province of Alberta up to and including 1968, indicated that adult education was not the exclusive responsibility of one government department or minister. Rather, no less than three ministers and the Provincial Secretary held varying degrees of responsibility in this field.

ACKNOWLEDGEMENT

The writer wishes to express his appreciation for assistance received in the preparation of this thesis to Dr. Leslie R. Gue and to the administrators of the adult education programs in Calgary without whose co-operation this study would not have been possible.

TABLE OF CONTENTS

	Page
LIST OF TABLES	ix
LIST OF FIGURES	xi
Chapter	
I. THE PROBLEM, DEFINITION OF TERMS USED, RESEARCH PROCEDURE AND DESIGN, AND DATA COLLECTION	1
INTRODUCTION	1
THE PROBLEM	2
DEFINITION OF TERMS USED	2
Adult	2
Adult Education	3
Facility	3
Public Institutions	3
Program	3
Vocational Program	3
Academic Program	4
General Interest Program	4
DELIMITATIONS OF THIS STUDY	4
RESEARCH PROCEDURE AND DESIGN	4
DATA COLLECTION	6
II. REVIEW OF THE LITERATURE	7
INTRODUCTORY STATEMENT	7
DEFINITION OF ADULT EDUCATION	7
GOALS OF ADULT EDUCATION	10
PROGRAM IN ADULT EDUCATION	11
CO-ORDINATION OF ADULT EDUCATION PROGRAMS	13
FINANCING ADULT EDUCATION	16

Chapter	Page
III. THE SETTING	19
BACKGROUND STATEMENT	19
POPULATION	21
PUBLIC AGENCIES AND INSTITUTIONS	21
LOCATION AND FACILITIES	25
NUMBER OF FACILITIES	30
NEED FOR MORE FACILITIES	32
SUMMARY OF CHAPTER III	33
IV. COURSES AND PROGRAMS	34
I INTRODUCTION	34
II COURSES AND PROGRAMS	35
Academic Courses	35
General Interest Courses	52
Vocational Courses	53
English for New Canadians	54
III COURSE SELECTION	54
IV EXAMINATION AND QUALIFICATION	57
V COURSE OR PROGRAM TERMINATION	57
VI COUNSELLING	59
VII SUMMARY OF CHAPTER IV	60
V. INSTRUCTORS AND STUDENTS	62
I INSTRUCTIONAL STAFF	62
Number of Instructional Staff	62
Years of Experience	64
Qualifications of Instructional Staff	64
Employment Conditions	67
Instructor Recruitment	69
II STUDENTS	70
Student Enrollment	70
Size of Classes	73

Chapter	Page
SUMMARY OF CHAPTER V	76
VI. FINANCE, CO-ORDINATION, AND STATUTE AUTHORITY	79
I FINANCE AND CO-ORDINATION	79
Fees	79
Source of Revenue in Addition to Fees	81
Expenditures	84
Student Grants and Scholarships	86
Co-operation and Duplication	86
II STATUTE AUTHORITY.	90
SUMMARY OF CHAPTER VI	93
VII. SUMMARY, OBSERVATIONS, AND RECOMMENDATIONS	95
I SUMMARY	95
II OBSERVATIONS	100
III RECOMMENDATIONS	101
REFERENCES	104
BIBLIOGRAPHY	108
APPENDIX	112

LIST OF TABLES

Table	Page
1. Approximate Population Distribution by Geographic Area of the City of Calgary	22
2. Facilities Used for Adult Education by Name, Location, and Ownership	26
3. Sponsoring Agencies and Institutions by Number and Type, Need and Plans for Future Facilities	31
4. Courses or Programs Offered by Public Agencies or Institutions in the City of Calgary	36
5. Sponsoring Agencies and Institutions by Factors Determining Whether a Specific Course of Program Will be Offered	55
6. Sponsoring Agencies and Institutions by Type of Program, Examination Procedures and Qualifications Granted	58
7. Sponsoring Agencies and Institutions by Number of Instructors and Years of Experience	63
8. Sponsoring Agencies and Institutions by Qualification Characteristics of the Instructional Staff	65
9. Sponsoring Agencies and Institutions by Employment Conditions and Supervision	68
10. Sponsoring Agencies and Institutions by the Student Enrollment for 1963 to 1968 Inclusive	71
11. Sponsoring Agencies and Institutions by Total Student Enrollment for 1963 to 1968 Inclusive	74
12. Sponsoring Agencies and Institutions by Enrollment Characteristics of Classes	75
13. Sponsoring Agencies and Institutions by Cost to Student and Cost Met by Fees	80
14. Sponsoring Agencies by Grants Received from Province of Alberta	83

LIST OF TABLES (Continued)

Table	Page
15. Sponsoring Agencies and Institutions by Expenditures For Adult Education For the Years 1963 to 1968 Inclusive	85
16. Sponsoring Agencies and Institutions by Opinions Stating Co-operation, Duplication and Co-ordination	88

LIST OF FIGURES

Figure	Page
I. The City of Calgary -- Geographic Areas	20
II. The City of Calgary -- Location of Adult Education Facilities	29

CHAPTER I

THE PROBLEM, DEFINITION OF TERMS USED, RESEARCH PROCEDURE AND DESIGN, AND DATA COLLECTION

INTRODUCTION

Continuing education in the City of Calgary has made tremendous advances in the past five years. There are indications that in that time the number of adult education courses offered has increased by fourteen times the original number, and the number of adult education students active in the Public School Board's program alone has increased ten-fold during this period. This substantial increase in interest of an activity in the field of adult education has prompted this survey.

In Alberta, adult education programs have been characterized by a general lack of co-ordination, both in the development of the programs and in their day-to-day administration. The problem of co-ordination of these programs becomes even more difficult because of the involvement of both public and private agencies. One possible result of this lack of co-ordination may be duplication of programs. This duplication may exist within either the public or private sectors, or a public agency may find itself in competition with a private agency, and vice versa. Before any attempt is made to decide whether this duplication and possible resulting competition is healthy or not, some method of co-ordination should be instituted. It is logical to suggest that this co-ordination be initiated by the public agencies.

It is hoped that this survey will supply information which will

assist further development of the adult education programs in the City of Calgary.

THE PROBLEM

This survey was concerned with the following questions:

1. What public organizations and institutions were engaged in providing education in the City of Calgary?
2. What public facilities were used in the different districts in the City of Calgary?
3. What programs and courses were available through the various agencies and institutions?
4. What were the annual expenditures of each agency's or institution's program for the years 1963 to 1968 inclusive?
5. How were the different programs financed?
6. What were the student enrollments in each institution for the years 1963 - 1968 inclusive?
7. What were the number and characteristics of instructional staff according to criteria of professional training, experience, or certification?
8. Where does the responsibility for adult education lie, and what statutory authority exists to regulate its operation?

DEFINITION OF TERMS USED

Adult

Adult was defined as a person who is no longer legally required under the Alberta School Act to attend school in the Province of Alberta. This legal requirement ends on a person's sixteenth birthday.

Adult Education

As will be noted in the related literature some difficulty exists in defining the term "adult education". However, adult education was defined for the purposes of this study by Coolie Verner (1:32):

. . . adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary and productive role in society.

The term "adult education" was used synonymously with the term "continuing education" throughout this survey.

Facility

Facility was defined as the physical plant or equipment available for the purpose of carrying out the objectives of an adult education program.

Public Institutions

Public institutions were defined as those agencies which are wholly or partly tax-supported and are under the direction of the supporting government.

Program

For the purpose of this study a program was defined as a series of progressive tasks that provide systematic experiences necessary to achieve a specific goal or objective.

Vocational Program

A vocational program was defined as a program which stresses

theoretical background and practical training in a specific occupational area in preparation for the world of work.

Academic Program

An academic program was defined as one which stresses the liberal arts with no immediate or practical bearing in the field of work but one which assists adults in obtaining a desired level of basic education or in furthering education at a post-secondary institution.

General Interest Programs

A general interest program was defined as a program which stresses varied individual interests in learning, and is an end in itself (2:2).

DELIMITATIONS OF THIS STUDY

The present survey was confined to those public agencies and institutions offering adult education programs within the city limits of Calgary, Alberta. References were made to the broader patterns of program development in the Province of Alberta in cases where this development had a direct influence in that city.

The day program offered at the Southern Alberta Institute of Technology was not included in this survey nor was the day program of the University of Calgary.

No attempt was made to survey the private institutions and agencies offering adult education programs in the City of Calgary.

RESEARCH PROCEDURE AND DESIGN

A list of the public agencies and institutions included in this

survey is presented below:

Calgary Public School Board

Calgary Separate School Board

Extension Department, University of Calgary

Evening Credit Program, University of Calgary

Extension Department, Southern Alberta Institute of Technology

Division of Vocational Education, Department of Education

City of Calgary Recreational Department

Calgary Public Library

Correspondence School Branch, Department of Education

The Department of Agriculture

The Department of Youth

The Department of Public Health

Mount Royal Junior College

The Glenbow Foundation

The City of Calgary is presently divided geographically into four separate areas. These are North-East, North-West, South-East, and South-West. These divisions were employed to facilitate data collection, interpretation of results, and possible conclusions at the end of this survey.

Appropriate tabular and graphic representation was used where necessary to systematically describe the data. Since it was not the intent of this study to compare or to establish to what extent one institution differs from another, the data were presented in descriptive terms only.

DATA COLLECTION

The data for this survey were obtained by:

1. Compilation of details from program calendars of each of the institutions included in the survey.
2. Compilation of relevant details from annual reports and financial statements of the institutions and agencies, where available.
3. Interviews based on an interview schedule with administrators of all of the institutions and agencies included in the survey. This interview schedule appears in the appendix. In some cases, when data were not readily available, the interview schedule was left with the adult education administrator to be completed and sent to the investigator. In most cases data concerning expenditures and source of funds was not immediately available and was submitted by mail at a later date.
4. Review of provincial and federal statutes relating to adult education.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTORY STATEMENT

This chapter is divided into five sections. The first section deals with the difficulty many adult educators experience in reaching a consensus concerning a definition for adult education. The broad scope of definitions already presented by writers in the field is also surveyed. A survey of the goals and programs in adult education are then presented in the second and third sections. The last two sections are devoted to two of the major problem areas in adult education today: co-ordination and financing of adult education programs.

In some areas there was a volume of information available; in others the material was scant. Little periodical and research information pertaining to adult education in Canada was available, and as a result, the sources quoted in this chapter in many cases tend to reflect the adult education scene in the United States. On the whole this information appeared to be relevant to adult education in Canada.

DEFINITION OF ADULT EDUCATION

A definition of the term adult education is necessary. There appear to be as many different definitions of adult education as there are authors in the field of study. Some authors such as Verner and Booth (1:2) feel that adult education is "...almost impossible to define because it is found in so many different forms under the sponsorship

of such a wide variety of institutions and agencies." However, one broad definition offered by the same authors is; "Whatever the form, content, duration, physical setting, or sponsorship, an activity is identified as adult education when it is part of a systematic, planned, instructional program for adults." Blakely (4:4) supports this view, adding that this definition is in direct contrast to random unexamined experiences which occur frequently within a lifetime such as watching television, reading, or conversation. Verner and Booth (3:1) have identified these random unexamined experiences as taking place in a "natural societal setting" and true adult education as taking place only in a "formal instructional setting" where the learning is a sequential procedure which is used to reach a specific objective. Kempfer (6:3), Wiltshire (2:3), Hely (8:19), and others support the view that adult education is necessarily a systematic learning process.

Bergevin (9:52-60) also recognizes that adult education is a systematic learning process, but unlike the above authors he does not discard random unexamined experiences as useless, rather, he states:

We learn something nevertheless, from such random experiences. This kind of learning happens by casual exposure. It is not an organized program and learning is incidental to whatever our major purpose may be.

Random experimental learning is a big part of adult learning, and it happens continuously and unintentionally to all of us. We read for fun; . . . we meet and talk with people; we pursue recreational activities; and we engage in community projects of all sorts. We learn something from all of this, but we do not engage in these pursuits in order to learn.

Bergevin receives some support in this view from Knowles (11:vi) who feels much of the confusion results from the terminology that is used. He feels adult education in its broadest meaning describes the process involved in adult learning, and this would include all forms of

experience. In its more technical meaning, adult education describes a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives.

Mewhort (5:2) describes adult education as:

A community enterprise which endeavours to meet ...the needs of adults through the offerings (programs) of a number of varying community organisations and disciplines... (A)dult education activities include those which present opportunities for continuing growth, increasing knowledge, improving skills, the maturing of attitudes and the development of social competence.

This definition is generous in its scope and includes a multiplicity of activities. Johnstone and Rivera (10:27) on the other hand, restrict adult education to "...activities in which the main purpose was to acquire some type of knowledge, information or skill", thus eliminating recreation even though it may have as a by-product the acquisition of some knowledge, information, or skill. This criterion, which is based on the purpose of the activity, is accompanied by two others. The second criteria was that an activity had to be organized around some sort of instruction; and thirdly, because of the vast improvements in self-teaching aids, self-instruction would be an acceptable form of adult education. deS Brunner et al. (7:1) supports this view, adding that adult education is a part-time or leisure-time activity that is also non-credit in nature.

Even though there is much conflict among writers concerning a definition for adult education, and indeed many agree with Blakely (4:4) that adult education cannot be satisfactorily defined, the following definition offered by Verner (1:32) is the most common view expressed by writers today.

...adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and

continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary and productive role in society.

GOALS OF ADULT EDUCATION

Because of the vast changes that have taken place in our society in the last half century and changes that are presently taking place, members of the Canadian Association for Adult Education (12: pages unnumbered) point out that the specific goals of adult education are also changing. From programs of a remedial nature, adult education has become more varied in its scope and emphasis is now placed on continuous learning, not necessarily remedial learning as it was in the past. Coady (13:161) feels that adult education has a profound effect on analysis of social, political, and economic features of a nation, and the participation in learning on the part of every citizen is the only basis upon which Canada can survive. The strengthening of democracy as a primary goal of adult education is also expressed by Verner and Booth (3:10), and Kempfer (6:13). The major theme expressed by these authors may be summarized by a statement made by Hely (8:28):

. . . adult education must create an atmosphere of intellectual curiosity, social freedom, and tolerance, and stimulate in each person the demand and the capacity to take part in the development of the cultural life of his day.

Bergevin (9:30-49) lists five major goals of adult education:

- a. to help the learner achieve a degree of happiness and meaning in life;
- b. to help the learner understand himself, his talents and limitations, and his relationships with other persons;
- c. to help adults recognize and understand the need for life-long

learning;

- d. to provide conditions and opportunities to help the adult advance in the maturation process spiritually, culturally, physically, politically, and vocationally;
- e. to provide, where needed, education for survival, in literacy, vocational skills, and health measures.

The author states that each goal may be changed or adjusted as we learn more about ourselves and our relationships with other people. Hallenbeck (4:30-38) supports this view and is of the opinion that the fundamental function of adult education is to keep the balance between people and circumstances in a changing world. The majority of writers reviewed feel that education should be coterminous with human life and thus the major goal of adult education is a continuous mobilization of people for adult learning that continues throughout a lifetime.

PROGRAM IN ADULT EDUCATION

In adult education the term "program" is commonly used to describe the type of activities developed by organizations or institutions for their public. London (4:65) points out that the term "curriculum" is usually used by formal educational institutions for credit courses, whereas "program" indicates a more informal, non-credit type of activity. He further states that in its usage, program is more flexible than curriculum, and is usually preferred by adult educators rather than to carry over, unchanged, the curriculum developed for children and youth.

deS Brunner et al. (7:125) are in agreement with London concerning the flexibility of the program and its desirability, and are of the opinion that the term "program" in adult education should be

related to three different levels: program may indicate all the educational opportunities for adults existing in a community; it may designate the extent of such activities carried on by a single institution; or it may describe the design of the specific activity. Kidd (13:236) is of the opinion that if precision of the term "program" is to be realized, a program must entail a single activity in adult education in which provisions are made for the achievement of a specific goal(s).

The need for adjustments of the plans of educators to the individual plans of the participants is stressed by Thomas (1:242). He states that if there is one constant message in adult education literature, it is that if the institutional planner wishes to achieve his goals of continuous learning, he must work to ensure the continuity of the two programs: the individual's and the institution's. Support for this view is offered by Siegle and Whipple (14:12):

What is required, therefore, are learning experiences so organized that they can do justice to the individuality of the adult while making it possible for him to use his individuality as a positive force giving direction to his own studies and to the program in which he participates.

Kempfer (6:64) states that more directors of adult education programs base their programs on individual requests rather than any other indication of need, even though requests by business or other groups are more predictive of the need of a program. He asserts that the policy of offering any course where there is a guarantee of twelve students or more has proven to be most effective in determining the success of the overall program. Thomas (1:258) feels that as long as individuals and institutions both participate as sponsors of an educational activity, the more successful and meaningful the program will be for all concerned.

CO-ORDINATION OF ADULT EDUCATION PROGRAMS

Almost every textbook in the field of adult education devotes at least a section of a chapter to co-ordination of adult education programs at either the national, provincial (state), or local level. While many authors recognize that co-ordination of adult education programs is often a seemingly impossible task, all are in agreement that this co-ordination is a desirable, and ultimately, necessary goal. Knowles (11:263) points out that although there is widespread recognition in the field of the need for co-ordination, "...little agreement has existed regarding the priority order of the needs and therefore little agreement regarding the focus of co-ordinative efforts." The author then lists several forces favoring further co-ordination, finally reaching the conclusion that the historical record in the United States indicates that there is a basic tendency in the field that seems to have the effect of gradually weakening the opposing forces and strengthening the favorable forces. Sheats (4:553) agrees that there is some evidence of slow progress in co-ordination, but is of the opinion that competition for the clients' leisure hour is more characteristic of the local scene than co-operation. Further evidence that co-ordination of adult education programs seems impossible is offered by Kent (19:pages unnumbered). He states that as far back as 1944, Dr. R. E. Crouch called a meeting of prominent educators in London, Ontario, to form a co-ordinating body for adult education in that city. Within eighteen months the chairman "...stated that there had been a lack of interest shown in the activities of the council," and the council has failed to be an effective

force for co-ordination since that time.

Co-sponsorship as a type of co-ordinating activity is mentioned by Kempfer (6:219) and Lyle (4:488). Such a co-operative arrangement takes place when two or more educational agencies or organizations assume responsibility for separate parts of an educational activity. Co-sponsorship has spread considerably in recent years in the United States and Canada. It was found that adult departments in large city schools are more likely to engage in co-sponsorship activities than are departments in smaller centres.

The International Institute for Metropolitan Toronto (20:28) recently recommended that an adult education co-ordinating department be set up under the Toronto Metropolitan Board of Education for co-ordination on a metropolitan basis which would (should) prevent overlapping and improve efficiency within the Boards of Education operating in the metropolitan area. Recommendations of this type from educational organizations, committees, and commissions in Canada are not uncommon. It was emphasized by the Forum on Continuing Education at the Second Canadian Conference on Education in 1962 (15:293) that there should be a greater measure of co-ordination between agencies already providing adult education in Canada. It was generally felt that Provincial Departments should take the lead in this regard, and it was further recommended that local boards of education take the initiative in bringing together representatives of community organizations and groups for joint consultation.

Duplication of effort by two or more institutions within the same geographical area which leads to the dissipation of human and material resources was condemned by the Fact Finding Committee on

Post-Secondary Education in Alberta in 1966. (17:45) The members pointed out that there "...appears to be a necessity for the establishment of some competent authority to prevent such unnecessary duplication of services." Probably the most pointed recommendation for the Province of Alberta came as a result of the Alberta Royal Commission on Education Report headed by Senator Donald Cameron in 1959 (17:171). Recommendation 130 states:

that an office of Adult Education be established in the Department of Education to coordinate government efforts and programs, to generally encourage and assist the widespread growth of adult education programs, and to consider the proper incentives required to foster its development.

It is interesting to note that eleven years have elapsed since this report was tabled in the Alberta Legislature, and this recommendation has not been implemented.

Verner and Booth (3:108) state that there are several factors or conditions which appear to affect the success or failure of co-ordinating schemes. There must be a harmony of interests; there must be reasonable agreement among the participants as to the purposes and objectives of the scheme; and the co-ordinating body must be independent of its constituent bodies in administration and financial matters lest the larger institutions dominate the body. The authors are of the opinion that all institutions involved in adult education are essentially competing for participants and resources. Co-operation will not replace competition unless there is agreement that co-ordination is both necessary and desirable, and that all member institutions will benefit from it.

FINANCING ADULT EDUCATION

How easily and how adequately an activity is to be financed depends greatly upon how enjoyable or important that activity is perceived by those people who are in command of the necessary funds. Bell (4:138) points out that achieving adequate financial support for adult education depends upon the education of adults; hence it is a cyclical dilemma. In Canada, as well as in the United States, "The greatest need for financial support is for adult education and this will be the hardest to get." (21:15) This statement was made in 1962 and appears to be true today. Some of the major problems facing the financing of adult education programs were expressed by Kidd (22:111) in a study carried out in Toronto in 1961. Three of the most common reasons that are usually given why the public should not be taxed for adult education were elaborated upon. The first reason offered was that financing an adult program through fees rather than taxation guarantees the autonomy of the sponsoring agency. The second reason offered was the feeling that an adult student can afford to pay for his own education. The third, and possibly the most transparent reason offered, was that an adult should pay for what he receives; only then will he appreciate it. Recently, Kidd (23:18) quoted Toronto Controller Allen Lampert, who was opposing the establishment of the St. Lawrence Centre for the Arts, as a typical public administrator's attitude towards adult education:

It's all very well for these people to have imaginary ideas (or did he mean imaginative?) but we haven't got enough money to have imagination.

Some areas of adult education, such as apprenticeship training

and vocational education receive financial support from the Federal and Provincial Governments. Campbell (24:205), in analyzing the Occupational Training for Adults Act - C-278, states that the Federal Government will pay training allowances directly to students if they qualify under the provisions laid out. The Canadian Association for Adult Education (25:249) disagrees with the provision laid out that a prospective student must be on the labor force for three years prior to obtaining a training allowance. The C.A.A.E. would rather see this time requirement reduced to one year so that financial assistance would be readily available to those persons who need immediate training. Kidd (22:117) points out that the Federal Government has tended to discriminate against adult students insofar as no training allowances are paid to part-time students. Adult education programs that do not have job training as their specific goal receive too little support from the Government of Alberta (17:46). The Committee on Post-Secondary and Continuing Education in Alberta further stated that adequate financial support must be provided if existing services in adult education are to be expanded.

The most common method of financing adult education programs is through the collection of fees. Luke (4:348) emphasizes that in the discussion as to whether public school adult education should be "free" or "fee", the basic costs of plant operation, maintenance, and administrative leadership is usually not taken into account. The student is expected to pay only the instructional costs. Holden (21:101) found in his study in Michigan that adults were most willing to pay for courses that would increase their earning capacity, and least willing to pay fees for cultural development or recreational

skills. This was also found to be true in Canada (22:115).

The C.A.A.E. (12: pages unnumbered) feel that the whole question of financing continuing education needs examination because the present system is "piecemeal, makeshift, and opportunistic." They state:

Report after report of Royal Commissions and other investigations have nodded briefly in the direction of continuing education and proceeded to intense elaboration of systems already obsolete in concept.

This lack of faith in Royal Commissions may be born out by the following statement from the Alberta Royal Commission on Education Report of 1959 (16:172):

If we work from the principle that most adult education should be self supporting, the use of these facilities (universities, public schools, etc.) will be a significant factor in reducing expenditures.

Possibly Sheats (4:555) is correct when he describes the development of adult education in the United States as flourishing in the face of adversity, growing on a starvation diet, and thriving on barren soil.

CHAPTER III

THE SETTING

This chapter includes a brief description of the City of Calgary in terms of its geographic boundaries and population distribution. The public agencies offering adult education programs are presented as well as facilities used, their location and a summary of administrator's replies concerning the need for more facilities.

BACKGROUND STATEMENT

The City of Calgary is located in the southern half of the province of Alberta. Calgary was founded as a Mounted Police Fort in 1875 by the Royal Canadian Mounted Police and was incorporated as a town in November 1884. At that time its area was 1,600 acres with a total population of 504.

Calgary is presently the second largest city in the Province and is serviced by the Major transportation systems in Canada.

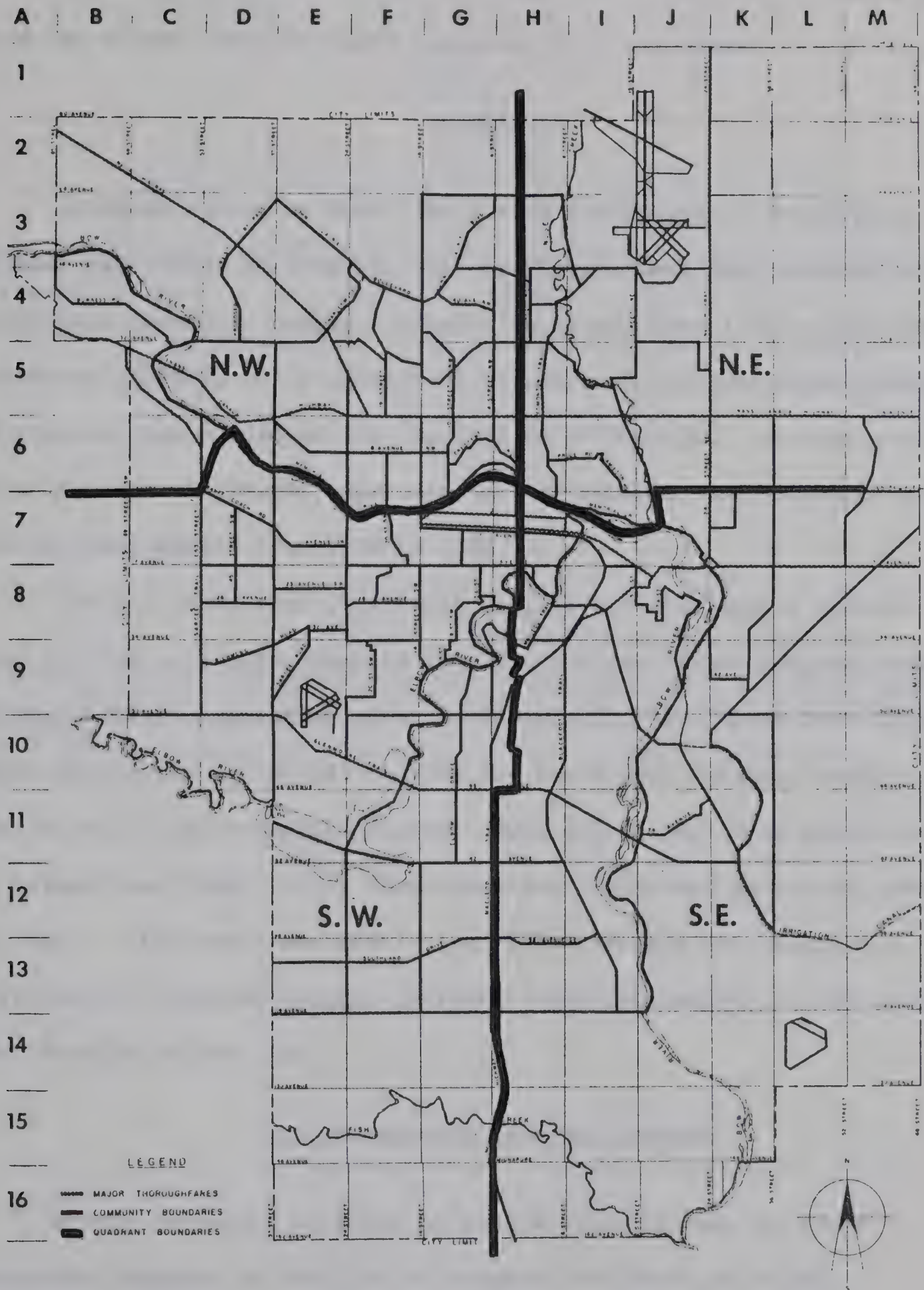
By reason of its geographical situation, the abundant supply of pure water, the untold wealth of the surrounding country as yet only partly developed, and its inexpensive electric power, the City offers most desirable inducements for the establishment of manufacturing industries.¹

For purposes of future planning and service Calgary has been divided into four geographic areas as illustrated in Figure 1. The geographic areas have been labelled: North-East; North-West;

¹Source: Municipal Manual of the City of Calgary, 1968, prepared by the City Clerk.

Figure 1

The City of Calgary -- Geographic Areas



South-East; and South-West. The core, or business section is located primarily in the South-West and South-East sections of the city; and this may account for the rapid expansion in these areas.

POPULATION

Although estimates about the future population of the City of Calgary may differ in details, all are in agreement that substantial population growth is coming. Population trends from 1958 to 1978 are presented in Table 1. A population increase of 170,104, approximately 48 percent, was predicted for the 1968 to 1978 period. A total population increase of 128,283, approximately 55 percent, was recorded for the ten year period from 1958 to 1968.

Table 1 shows that South-West Calgary had the largest population in 1968 with approximately 147,588, and North-East Calgary recorded the smallest population of approximately 35,975. North-West Calgary had a population of 106,358 in 1968 and South-East Calgary recorded a population of approximately 64,700. Over 2/3 of the total population of Calgary was found in the North-West and South-West geographic areas in 1968. This trend remained in the 1978 forecasts of population distribution with the largest increase being forecasted for the South-West section of the city.

PUBLIC AGENCIES AND INSTITUTIONS

A list of public agencies or institutions sponsoring adult education programs in the City of Calgary are presented below.

Calgary Public School Board

Correspondence School Branch

Table 1

Approximate Population Distribution by Geographic
Area of the City of Calgary^a

Geographic areas	1958	1964	1968	1978 ^b
North-West	71,432	89,419	106,358	158,637
North-East	28,586	32,036	35,975	44,263
South-West	95,554	130,817	147,588	228,227
South-East	30,785	51,793	64,700	111,608
Total	226,357	304,065	354,621	542,735

^aThese figures were computed from information supplied by the Planning Office, City of Calgary.

^bForecast based on current concepts concerning future land use in the City of Calgary.

City of Calgary Health Department

City of Calgary Parks and Recreation Department

Department of Agriculture

Division of Vocational Education

Glenbow Foundation

Mount Royal Junior College

Southern Alberta Institute of Technology

University of Calgary

All of these agencies were actively involved in presenting courses or programs for adults in Calgary in 1968. The Calgary Public Library (although its facilities were made available for adult education) was not included in the above list because the library did not actively sponsor programs for adults. The library facilities were made available to some of the above listed agencies (see Table 2) under a co-operative or rental agreement and bookings for space were being made into late 1971. An anticipated expansion of the present library facilities in 1971 or 1972 will ensure a wider range of adult education activities that may be carried out by other agencies who use the facilities at that time.

The Department of Youth and the Department of Public Health were not included in the list of sponsoring agencies or institutions because they, like the Calgary Public Library, were not actively involved in sponsoring adult education programs. The primary function of the Department of Youth in the City of Calgary was one of support which enabled existing municipal structures to initiate improvements in the areas of youth and recreation development. Resource personnel were made available to agencies involved in

adult education upon request. Even though the Department of Youth was not primarily concerned with adult education, their consultative services fulfilled an important need, particularly in the case of the City of Calgary Parks and Recreation Department. The Department of Public Health was involved in the distribution of information to the public concerning such topic areas as alcoholism, use and misuse of drugs, contagious diseases, heart disease, cancer, and other topics directly related to the physical and mental health of the population. This dissemination of information was usually carried out through the use of mass media, or irregular interviews on a one-to-one basis, and therefore did not meet the guidelines dictated by the definition of "program" utilized for this survey.²

The Calgary Separate School Board was initially included in this survey. Upon investigation it was found that the administration of the Calgary Separate School Board felt that since the Public School Board was offering an adult education program, unnecessary duplication would result if they too became active in this field. However, the facilities of the Separate School Board were made available to responsible agencies upon request under either a rental or co-operative agreement (see Table 3). Mount Royal Junior College was the only agency renting facilities from the Separate School Board for adult education purposes in 1968, but it was reported that inquiries have been made for future use by other agencies and institutions.

² see page 3 for definition of "program"

LOCATION AND FACILITIES

Table 2 shows the name and location of facilities used for adult education sponsored by a public agency or institution in the City of Calgary. The Calgary Public School Board and the City of Calgary Parks and Recreation Department were able to offer adult education programs in all of the four geographical areas of the city. The remaining agencies, none of which offered their particular program in every geographical area, were limited to four or less locations. Thirteen of the seventeen facilities used and operated by the Calgary Public School Board were also used under a co-operative agreement by the Calgary Parks and Recreation Department. Seven other facilities were also used by the Parks and Recreation Department under the same co-operative agreement, but were not used for the adult education program sponsored by the Public School Board.

Figure II indicates the four geographical areas of the city and shows the location of each facility used by an agency or institution for adult education. Thirty-nine locations are indicated on Figure II: eleven locations in North-West Calgary; three in the North-East section; twenty-one locations in South-West Calgary; and the remaining four in the South-East geographical area. The two largest facilities used for adult education in Calgary, the University of Calgary and the Southern Alberta Institute of Technology, are located in the North-West section of the city and are easily accessible to the population of the North-East section as well as a large portion of South-West Calgary. The Calgary Public School Board and the Parks and Recreation Department sponsor programs in all sections of the city

Table 2

Facilities Used for Adult Education by Name, Location, and Ownership

Sponsoring institution or agency	Name of facility	Location	Rented, owned & operated or co- operative
Calgary Public School Board	Henry Wise Wood H.S. ^a	910 - 75th Ave. S.W.	Owned
	Ernest Manning H.S. ^a	3600 - 16th Ave. S.W.	Owned
	Viscount Bennett H.S. ^a	2519 - Richmond Rd. S.W.	Owned
	Western Canada H.S. ^a	641 - 17th Ave. S.W.	Owned
	William Aberhart H.S. ^a	3009 - Morley Trail, N.W.	Owned
	James Fowler H.S. ^a	4004 - 4th St. N.W.	Owned
	Bowness Composite H.S.	4627 - 77th St. N.W.	Owned
	Crescent Heights H.S. ^a	1019 - First St. N.W.	Owned
	Shaughnessy J.H.S. ^a	2336 - 53rd Ave. S.W.	Owned
	Forest Lawn H.S.	3909 - 26th Ave. S.E.	Owned
	Lord Beaverbrook H.S. ^a	9019 - Fairmount Dr. S.E.	Owned
	Queen Elizabeth H.S. ^a	512 - 18th St. N.W.	Owned
	Vincent Massey J.H.S.	939 - 45th St. S.W.	Owned
	Mount Royal J.H.S. ^a	2234 - 14th St. S.W.	Owned
	Milton Williams J.H.S.	92 - Malibou Rd. S.W.	Owned
	Van Horne Sec. Voc. Sc. ^a	3015 - Utah Drive N.W.	Owned
	Sen. Patrick Burns JHS ^a	2155 - Chilcotin Dr. N.W.	Owned
	Calgary Public Library	616 - 2nd St. S.W.	Rented
	Knox United Church	6th Ave & 4th St S.W.	Rented
	Allied Arts Centre	830 - 2nd St. S.E.	Co-operative
	First Baptist Church	4th St. & 14th Ave. N.W.	Rented
City of Calgary Parks and Recreation Department	A.E. Cross J.H.S.	3445 - 37th St. S.W.	Co-operative
	Balmoral J.H.S.	220 - 16th Ave. N.W.	Co-operative
	F.E. Osborne J.H.S.	5315 - Varsity Dr. N.W.	Co-operative

Continued . . .

Table 2 (Continued)

Sponsoring institution or agency	Name of facility	Location	Rented, owned & operated or co-operative
City of Calgary Parks and Recreation Department	Georges P. Vanier J.H.S.	509 - 32nd Ave. N.E.	Co-operative
	James Short Elem. Sch.	930 - 13th Ave. S.W.	Co-operative
	John Ware J.H.S.	10020 - 19th St. S.W.	Co-operative
	Sir John Franklin J.H.S.	2215 - 8th Ave. N.E.	Co-operative
	Sunalta J.H.S.	536 - Sonora Ave. S.W.	Co-operative
City of Calgary Health Department	Haysboro Health Centre	82nd Ave. & Haddon Rd. SW	Owned
	North Hill Health Centre	1920 - 14th Ave. N.W.	Owned
	Forest Lawn Health Centre	3810 - 17th Ave. S.E.	Owned
Department of Agriculture	District Agriculturalist (office)	702 - 16th Ave. N.W.	Rented
	Exhibition and Stampede Agriculture Building	Exhibition Grounds S.E.	Rented
Division of Vocational Education	Alberta Vocational Training Centre	300 - 5th Ave. S.W.	Rented
	S.A.I.T.	1301 - 16th Ave. N.W.	Owned
	Co-operating Companies		Co-operative
Glenbow Foundation	Glenbow Foundation	902 - 11th St. S.W.	Owned
Mount Royal Junior College	Mount Royal Jr. College	7th Ave. & 11th St. S.W.	Owned
	St. Francis H.S.	877 - Northmount Dr. N.W.	Rented
	St. Mary's Boys H.S.	111 - 18th Ave. S.W.	Rented
	Bishop Grandin H.S.	111 - Haddon Rd. S.W.	Rented
	Henry Wise Wood H.S.	910 - 75th Ave. S.W.	Rented
	Viscount Bennett H.S.	2519 - Richmond Rd. S.W.	Rented
	Planetarium	7th Ave. & 11th St. S.W.	Co-operative
			Continued

Table 2 (Continued)

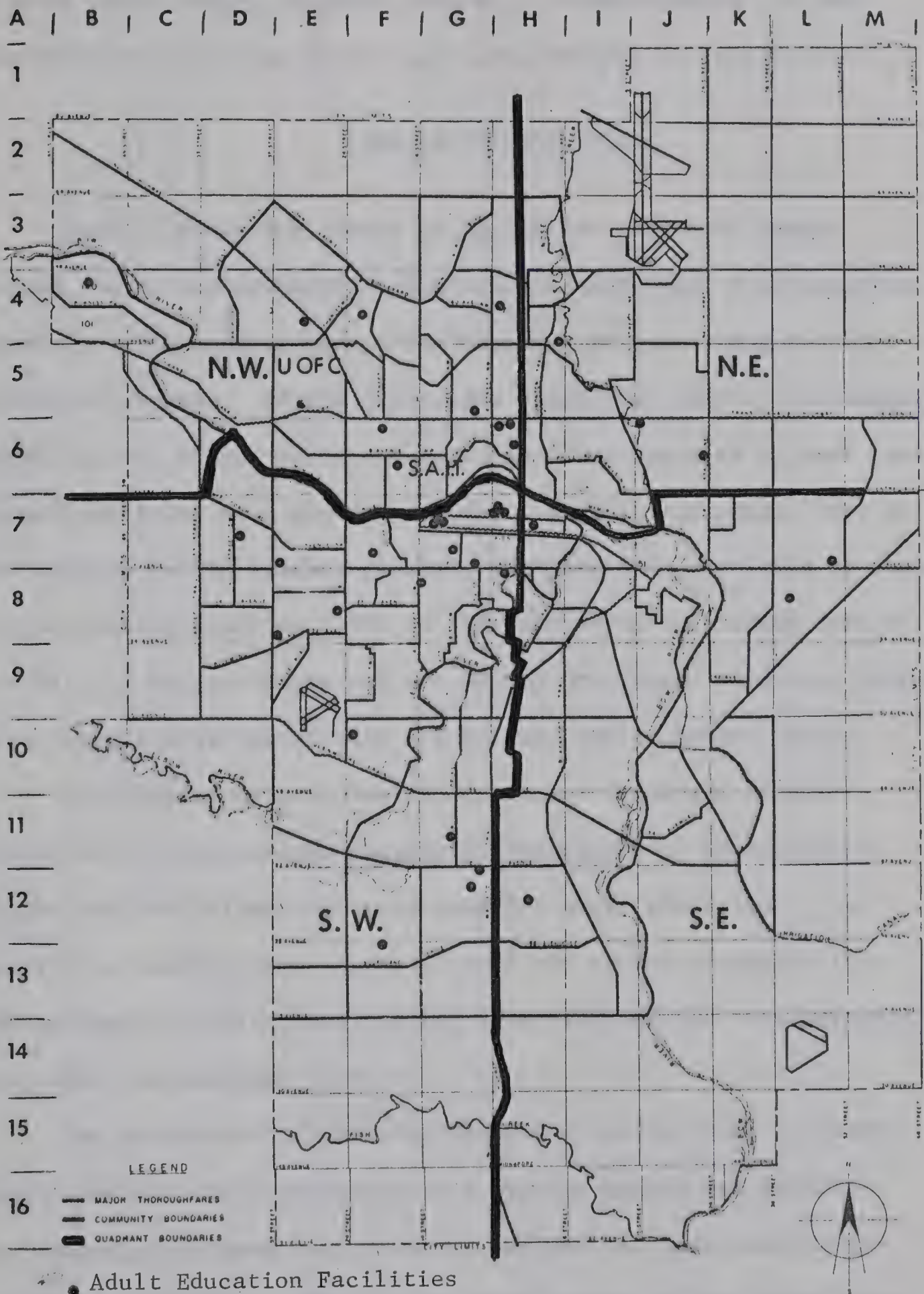
Sponsoring institution or agency	Name of facility	Location	Rented, owned & operated or co-operative
Southern Alberta Institute of Technology	S.A.I.T.	1301 - 16th Ave. N.W.	Owned
University of Calgary	University of Calgary Allied Arts Centre Planetarium Calgary Public Library Co-operating Companies	Univ. Dr. & 24th Ave. N.W. 830 - 2nd St. S.E. 7th Ave. & 11th St. S.W. 616 - 2nd St. S.W.	Owned Rented Rented Co-operative Co-operative

Note: All data for the above table were taken from the respective interview schedules.
(Data from the Calgary Public School Board and the City of Calgary Recreation Department was taken from the program calendars.)

^aThese facilities are also used by the City of Calgary Recreation Department under a co-operative agreement.

Figure 2

The City of Calgary -- Location of Adult Education Facilities



and because schools exist in every community within Calgary, expansion of the existing programs offered by these agencies is not dependent to any large extent upon availability of facilities.

NUMBER OF FACILITIES

Table 3 shows the number of facilities that each agency rented, owned and operated themselves, or used under a co-operative agreement with another agency for purposes of sponsoring an adult education program. Of the twenty-one facilities used by the Calgary Public School Board, seventeen were owned and operated by that agency. Three facilities were rented because of special equipment, such as the Calgary Public Library theatre, that was made available to them by the renting agencies. All of the twenty-one facilities used by the City of Calgary Parks and Recreation Department were used under a co-operative agreement with the Calgary Public School Board.

The City of Calgary Health Department owned and operated three facilities, and the provincial Department of Agriculture rented two facilities that were used for adult education. The facilities used by these agencies were not rented primarily for the purpose of adult education but were utilized for this purpose only when the need was present.

The Division of Vocational Education used a total of three facilities for adult education on a regular basis, one facility was rented, one owned and operated, and one was used under a co-operative agreement. When a substantial number of employees were interested in the program being offered by the Division of Vocational Education, several private companies offered their facilities

Table 3

Sponsoring Agencies and Institutions by Number and
Type, Need and Plans for Future Facilities

Sponsoring institution or agency	Number of facilities			Need more facilities new facilities in near future		
	Rented	Owned & Co-operative Operated	Total			
Calgary Public School Board	3	17	1	21	yes ^a	yes
City of Calgary Parks and Recreation Department	0	0	21	21	no	no
City of Calgary Health Dept.	0	3	0	3	no	yes
Department of Agriculture	2	0	0	2	no	no
Division of Vocational Education	1	1	(several)	--	yes	yes
Glenbow Foundation	0	1	0	1	yes	no
Mount Royal Junior College	5	1	1	7	yes	yes
Southern Alberta Institute of Technology	0	1	0	1	yes	yes
University of Calgary	2	1	(several)	--	yes	yes

Note: The data for Table 3 were taken from the completed interview schedules.

^aAdult Day Center

under a co-operative agreement. The Glenbow Foundation owned and operated one facility while the Mount Royal Junior College owned and operated one major facility and rented five from the two school boards in Calgary. One facility, the Planetarium, was used by the Mount Royal Junior College under a co-operative agreement because of the specialized nature of the facilities.

The Southern Alberta Institute of Technology owned and operated the second largest facility used for adult education on one location in Calgary, and thus did not find it necessary to seek out other facilities. The largest single facility, owned and operated by the University of Calgary, was supplemented, however, by two rented facilities and several others under a similar co-operative agreement used by the Division of Vocational Education.

NEED FOR MORE FACILITIES

Table 3 shows that six of the ten agencies' administrators felt that there was a need for more facilities for their agencies' adult education program. The administration of the Calgary Public School Board felt there was a definite need for an adult day centre because of the many adults who could not pursue courses during evenings. The administrators of the Calgary Parks and Recreation Department and the Department of Agriculture did not feel that new facilities were needed and none were planned for the near future. The City of Calgary Health Department administration did not feel there was a need for more facilities specifically for adult education. However, new facilities were being planned for health clinics and these facilities would be made available when the need arose.

In all cases where the administrator stated a need for more facilities, except the Glenbow Foundation, additional facilities were being planned for the near future.

SUMMARY OF CHAPTER III

Calgary was the second largest city in the province of Alberta with a population of 354,631 in 1968 and a projected population increase to 542,735 in 1978. Ten public agencies sponsored adult education programs using a total of thirty-nine separate facilities spread throughout the city. The majority of the facilities used were found in the South-West and North-West sections of the city and two-thirds of the total population of Calgary was found in these areas also. Six of the ten administrators interviewed stated there was a definite need for new facilities for their adult education program, and of these six agencies, five were planning new facilities to be completed in the near future.

CHAPTER IV

COURSES AND PROGRAMS

This chapter reports the specific courses and programs offered by public agencies in the City of Calgary in 1968. The academic, vocational, and general interest courses which were offered by more than one agency during 1968 are identified. The methods used by sponsoring public agencies to introduce or discontinue courses or programs is presented, as well as a description of the examination and certification policy of each agency. A brief summary of the counselling facilities that were available to adult students is also presented.

I INTRODUCTION

Approximately 400 adult education courses and programs were offered by the public agencies and institutions in Calgary included in this survey. As Table 4 shows, this number included academic, vocational, and general interest subjects. All of the courses offered by the City of Calgary Parks and Recreation Department were classified as "general interest", even though in some cases the activity was as specific as playing badminton or volleyball. Presumably an individual taking the course would become more skilled in the activity and thus, general learning would occur.

The Calgary Public School Board, the University of Calgary, the Southern Alberta Institute of Technology and the Mount Royal Junior College offered the majority of courses in all three areas.

This is not surprising since the primary function of these institutions is education, and adult education seemed to be a natural extension of this function.

The Division of Vocational Education and the Correspondence School Branch were involved in adult education on a much smaller scale, and even though their primary concern was education, adult education as defined for this survey was not an area they engaged in specifically to any great extent.

The City of Calgary Health Department, the Department of Agriculture, the Glenbow Foundation, and the provincial Department of Public Health have, as their primary function, areas not specifically concerned with education. Thus, their involvement in presenting adult education courses was minimal and narrow in its scope.

II COURSES AND PROGRAMS

Academic Courses

Table 4 shows that the Calgary Public School Board, the Correspondence School Branch and the Mount Royal Junior College offered a full range of junior and senior high school subjects. Credit courses for the purpose of academic upgrading was the main goal, and 80 such courses were offered by these agencies in 1968. Fifty-two of these courses were offered by more than one public agency or institution in Calgary. The most duplication in this area arose between the Correspondence School Branch and the Calgary Public School Board.

The University of Calgary offered approximately 100 academic courses for advanced credit mainly in the fields of engineering,

Table 4

Courses or Programs Offered by Public Agencies
or Institutions in the City of Calgary

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
ACADEMIC-High School Level											
Mathematics 7, 8, 9	X					X					2
Mathematics 10	X					X					2
11	X					X					2
20	X					X					2
21	X					X					2
22	X					X					2
12	X					X					2
30	X			X		X					3
31	X			X		X					3
32	X					X					2
36	X					X					2
Preparatory Mathematics	X			X							2
English 4 - 6	X					X					2
7 - 8	X					X					2
9	X					X					2
10	X					X					2
20	X					X					2
23	X					X					2
30	X			X		X					3
33	X					X					2
36	X					X					2
French 10	X					X					2
20	X					X					2
30	X			X		X					3
German 10	X					X					2
20	X					X					2
30	X					X					2
Latin 10	X					X					2
20						X					1
30						X					1
French Preparatory				X		X					2
Social Studies 10						X					1
20						X					1

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Social Studies 30	X					X					2
33						X					1
36	X					X					2
German 36						X					1
Latin 36						X					1
French 36 and 31						X					1
Science 11	X					X					2
Chemistry 10	X					X					2
20	X					X					2
30	X			X		X					3
36						X					1
Physics 10	X					X					2
20	X					X					2
30	X			X		X					3
22						X					1
32	X										1
36						X					1
Biology 10	X					X					2
20	X					X					2
30	X			X		X					3
36						X					1
Biology Prepratory				X							1
Chemistry Prepratory				X							1
Ukrainian 10						X					1
20						X					1
30						X					1
Music 10						X					1
Arts 10						X					1
20						X					1
Health and Personal Devel.											
10						X					1
Occupations 10						X					1
Literature 21						X					1
Needlework 10						X					1
Foods and Nutrician 10						X					1
Geography 20						X					1
Sociology 20	X					X					2
Law 20	X					X					2

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Mathematics											
General		X									1
Calculus		X									1
Algebra		X									1
Analytical Geometry		X									1
Advanced Calculus		X									1
Advanced Algebra		X									1
Theory of Matricies		X									1
Physical Education (intro)		X									1
Political Science (intor.)		X									1
Pyschology											
Introduction		X		X							2
Social		X		X							2
Learning		X									1
Personality		X									1
Sociology (introduction)		X		X							2
Social Problems		X		X							2
Social-Psychology		X		X							2
Collective Behavior		X									1
Mass Communication		X									1
Human Population		X									1
Deviant Behavior		X									1
Russian											
Introduction		X									1
Survey-Literature		X									1
Statistics											
Behavioral		X									1
Elementary		X									1
Senior		X									1
French Comprehension				X							1
Geology - Southern Canadian Rockies				X							1
Interior Design Funda.				X							1
Materials and Textiles				X							1
History of Furniture				X							1
Rendering Techniques				X							1
Related Design				X							1

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Physical Education											
Contemporary Dance				X							1
Judo I				X							1
Judo II				X							1
Folk & Ethnic Dance				X							1
World Religions				X							1
Communications											
Radio and T.V.				X							1
Spanish (introductory)				X							1
VOCATIONAL-Business											
Accounting											
Level I			X	X	X						3
Level II			X	X	X						3
Level III			X	X	X						3
Small Business					X						1
Management					X						1
Farm Management			X		X						2
Business Administration											
Business - Level I			X								1
Level II			X								1
Business Law				X	X						2
Business Development					X						1
Business Presentation		X									1
Business Letters			X								1
Traffic and Transporta- tion Management		X		X							2
Marketing Management				X	X						2
Merchandising Manage.				X							1
Salesmanship		X		X	X						3
Public Relations				X							1
Credit Management		X		X							2
Purchasing				X	X						2
Risk and Insurance				X							1
Management Finance				X	X						2
Selection and Placement				X							1
Human Relations	X	X		X							3
Sales Management				X	X						2

Table 4 (Continued)

Program or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Business Administration											
Taxation				X	X						2
Real Estate				X							1
Professional Reading Skills				X							1
Industrial Management				X							1
Petroleum Exploration and Production				X							1
Organization and Management	X			X							2
Communications	X			X							2
Stocks and Bonds				X							1
Office Management				X							1
Business Mathematics				X							1
Advertising			X	X							2
Industrial Personnel			X								1
Personnel					X						1
Marketing											
Hospitality Industry					X						1
Grain Crops					X						1
Manufacturers					X						1
Manufacturers Agents					X						1
Service Businesses					X						1
International					X						1
Exporting					X						1
Manufacturing Planning and Control					X						1
Gas Production and Accounting					X						1
Oil Production and Accounting			X								1
Data Processing											
Business I	X		X								2
Business II			X								1
Job Relations Training					X						1
Basic Financial Controls					X						1
Credits and Collections					X						1
Farm Cost Accounting					X						1

Table .4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Work Study					X						1
Economics - Petroleum Exploration		X									1
Oil and Gas Law		X									1
Starting a Community Business					X						1
Supervision		X		X	X						3
Production					X						1
Construction					X						1
Human Relations					X						1
Communications		X			X						2
Mechanical Contractors					X						1
Administration					X						1
Understanding Group Development		X									1
VOCATIONAL											
Air Conditioning Princ.			X								1
Applied Mathematics		X									1
Armature and Motor Rewinding			X								1
Automatic Controls I			X								1
Automatic Controls II			X								1
Automatic Transmissions			X								1
Basic Computer Systems			X	X							2
Graphic Fundamentals			X								1
Programming Business			X	X							2
Programming Science			X	X							2
Beef Cattlemen's Course									X		1
Blueprint Reading and Sketching	X		X								2
Architectural			X								1
Mechanical			X								1
Layout and Metalwork			X								1
Cabinet Making			X								1
Calculus - Elementary			X								1
Carpenter Training			X								1
Code and Applied Theory			X								1

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Color T.V. Receivers			X								1
Commercial Cooking			X								1
Concrete - Structural Technology			X								1
Communications in the Hospital		X									1
Computer and Engineering		X									1
Corporate Planning and Development		X									1
Counselling High School		X									1
Critical Paths Method		X									1
Diesel - Basic			X								1
Advanced			X								1
Essentials of English		X									1
Electrical Estimating		X									1
Electrical Theory I		X									1
Electrical Theory II		X									1
Electronics I	X		X								2
Electronics II and III			X								1
Engineering Economics			X								1
Engineering Inspection and Measurement			X								1
Engine Machining			X								1
Estimating - Builders			X								1
Fine Arts - Movement and Design		X									1
Geology I			X								1
Geology II			X								1
High Frequency Systems			X								1
Illuminating Design		X									1
Industrial Electronics for Electricians I, II and III			X								1
Introduction to Computers		X	X								1
Logic Design			X								1
Machine Tool Theory			X								1
Mathematics III, IV, V			X								1

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Mathematics											
Digital Computing			X								1
Geophysics I and II			X								1
Pre-Technology			X								1
Tradesmen I and II of Finance			X								1
Meat Cutting			X								
Mechanics, Machines and Mechanisms			X								1
Metallurgy - Basic			X								1
Physical			X								1
Motor Tune-Up			X								1
Oil and Field Operation			X								1
Oil and Gas Production											
Basic			X								1
Advanced			X								1
Orientation											
Legal Secretary				X							1
Med. - Dent. Secretary				X							1
Painter and Decorater Training			X								1
Photography - Advanced			X								1
Parts Counterman	X										1
General Drafting	X										1
Physics III and IV			X								1
Pre-Technology			X								1
Power Engineering											
Third Class			X								1
Fourth Class			X								1
Part A			X								1
Part B			X								1
Production Technology			X								1
Programmed Learning											
- Mathematics			X								1
Quality Milk Control									X		1
Radio Receiver Theory			X								1
Refrigeration Domestic			X								1

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Sheet Metal - Basic			X								1
Advanced			X								1
Upgrading			X								1
Solid State Switching Theory			X								1
Structural Theory and Design			X								1
Statistics in Industry		X									1
Structural Analysis		X									1
Systems Analysis		X									1
Shorthand	X		X	X							3
Technical Report Writing			X								1
Telephone Principles I&II			X								1
Telephone Transmission Principles			X								1
Laboratory			X								1
Television Receiver Theory			X								1
Laboratory			X								1
Textiles			X								1
Transistor Theory			X								1
Transistor Laboratory			X								1
Typewriting - Elementary	X		X	X							3
Intermediate	X		X	X							3
Use of Slide Rule	X										1
Welding											
Aluminum			X								1
Combined			X								1
Electric			X								1
Oxy-Acetylene			X								1
Pressure "B" Electrical			X								1
Wheel Alignment			X								1
English for New Canadians	X			X							2
GENERAL INTEREST											
Amateur Radio			X								1
Arts and Crafts											
Basic			X								1
Acrylics							X				1

Table 4 (Continued)

[illegible]

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Conversational											
French	X	X		X							3
Spanish	X	X									2
German	X	X									2
Russian		X		X							2
Cooking - Basic		X									1
Chinese	X										1
Italian	X										1
Outdoor			X								1
Creative Writing		X									1
Dancing											
Social and Ballroom							X				1
Latin American							X				
Dog Courses							X				1
Draperies, Slip Covers and Bedspreads	X		X								2
Elementary Welding	X										1
Everyday English	X			X							2
Everyday Law	X										1
Family Finance and Living	X	X									2
Fencing Instruction							X				1
Fine Arts											
Choral Conducting		X									1
Choral Union		X									1
Composer and the Concert		X									1
Contemporary Music		X									1
Drama - Plays		X									1
Lunchtime Theatre		X									1
Modern Theatre		X		X							2
Music Appreciation	X	X									2
Opera		X									1
Organ Recitals		X									1
Performance Postscripts		X									1
Theatre Laboratory		X									1
First Aid Course	X										1
Flower Arranging	X										1
Folk Dancing							X				1

Table 4 (Continued)

Programs or courses offered	Calgary Public School Board	University of Calgary	Southern Alberta Institute of Tech.	Mount Royal Junior College	Division of Vocational Education	Correspondence School Branch	City of Calgary Parks and Recreation Dept.	City of Calgary Health Department	Department of Agriculture	Glenbow Foundation	Number of Agencies Offering Course
Religion											
Frontier Religion		X									1
Religions of Man		X									1
Theological Review		X									1
Sailing							X				1
Sewing	X										1
Sheet Metal - Ornamental			X								1
Silversmithing	X										1
Skiing Instruction							X				1
Small Engine Repairs	X										1
Sociology											
Introduction		X									1
The City		X									1
Stocks and Bonds	X										1
Tailoring	X										1
Tennis Instruction							X				1
Upholstery	X										1

Note: The data for table 4 were taken from program calendars supplied by the sponsoring agencies.

education and the social sciences. Mount Royal Junior College also offered twenty-five courses in which advanced academic credit was granted. Eight courses were offered by both institutions over the same period of time.

General Interest Courses

Table 4 shows that a total of 120 general interest courses were offered by the public agencies in Calgary in 1968. The Calgary Public School Board offered a total of forty-five courses, of which twenty-two courses were also offered by at least one other agency. Thirteen of the twenty-four courses offered by the Southern Alberta Institute of Technology and nine of the thirty-eight general interest courses offered by the City of Calgary Parks and Recreation Department were also offered by at least one other agency. One general interest course of the six offered by the Mount Royal Junior College, and one of the three offered by the Glenbow Foundation were also offered by a second public agency or institution. The Department of Agriculture offered three general interest courses and the City of Calgary Health Department offered one course. These courses dealt with specialized areas and none were offered by a second public agency.

A full range of general interest courses were made available to the Calgary adult ranging from stocks and bonds to cake decorating and from conversational Russian to Latin American dance. General interest courses that were offered by two or more agencies were found mainly in the arts, foreign language, and courses stressing communication skills. A total of twenty-four general interest courses were

offered by more than one public agency.

Vocational Courses

Table 4 shows that over one hundred and sixty vocational courses were offered by public agencies and institutions in the City of Calgary in 1968. The majority of these courses dealt with business administration and other related fields. Courses in engineering technology and trade certification were also offered frequently, but these courses were offered mainly by only one institution - the Southern Alberta Institute of Technology.

The Calgary Public School Board offered a total of twelve vocational courses of which nine were also offered by a second agency. Those most often offered by a second agency were typewriting, shorthand, and courses dealing in the business administration sphere. The University of Calgary offered twenty-eight vocational courses, mainly in the field of engineering, and six of these courses were also offered by a second institution. The Southern Alberta Institute of Technology offered the largest selection of vocational courses in the City of Calgary. Of the ninety available courses six were offered by a second institution. The majority of the courses offered by the Southern Alberta Institute of Technology were for trade certification.

Mount Royal Junior College offered an extensive program in business administration and most of the duplication of courses offered to Calgarians by public agencies occurred in this area. Of the forty-two vocational courses offered by the Mount Royal Junior College, twenty three were also offered by another agency. The Division of Vocational Education offered an extensive program in the area of

business but only eleven of the thirty-six courses offered were duplicated by a second agency. The Department of Agriculture offered four courses of which one was offered by another agency.

Of the total of 460 academic, vocational, and general interest courses and programs offered by public agencies in Calgary, one hundred and sixteen were offered by more than one agency. Duplication of courses offered was most evident in the academic area.

English for New Canadians

Courses for new Canadians speaking a language other than English were offered by the Calgary Public School Board and the Mount Royal Junior College. The number of students enrolled at Mount Royal was not available, but the Public School Board reported that 156 students were enrolled in 1963; 239 in 1964; 272 in 1965; 474 in 1966; 651 in 1967; and 834 in 1968.

III COURSE SELECTION

Table 5 shows that all of the agencies, except the City of Calgary Health Department and the Glenbow Foundation, were sensitive to the demands of the public in their selection of new courses and programs. If fifteen adults were interested in taking a specific course and the institution had the necessary resources at their disposal, the course would most likely be offered by seven of the nine agencies. "Public demand" was measured in a variety of ways. The most common method, a questionnaire requesting suggestions for future courses, was used by the Calgary Public School Board, the City of Calgary Parks and Recreation Department, and the Mount

Table 5

Sponsoring Agencies and Institutions by Factors Determining
Whether a Specific Course or Program will be Offered

Sponsoring agency or institution	Factors ^a				
	A) Public demand	Number of persons making up "public demand"	B) Instructor would like to offer the course	C) Organization feels there is a need for the course	D) Request from another agency
Calgary Public School Board	X	10-12	X	X	X
City of Calgary Parks and Recreation Department	X	6	X	X	X
City of Calgary Health Department	--	--	--	X	--
Department of Agriculture	X	15-20	--	--	--
Division of Vocational Education	X	15	X	X	--
Glenbow Foundation	--	--	--	X	--
Mount Royal Junior College	X	10-15	X	X	X
Southern Alberta Institute of Technology	X	25	--	X	X
University of Calgary	X	15-20	X	X	X

Note: Data for table 5 were taken from completed interview schedules.

^aDashes indicate the factor was not used.

Royal Junior College. Other methods used were simply compiling the number of requests for a specific course or attempting to determine the industrial need of the courses or programs. The City of Calgary Parks and Recreation Department required only six interested persons to make up their "public demand" while the Southern Alberta Institute of Technology required as many as twenty-five persons to make up their "public demand".

All of the factors shown on Table 5 were used by the Calgary Public School Board, the City of Calgary Parks and Recreation Department, the Mount Royal Junior College, and the University of Calgary to determine whether a course or program would be offered. The most dominant determining factor with the four agencies was a "large public demand" of approximately twelve persons. The Southern Alberta Institute of Technology measured and used industrial demand as a fifth determining factor.

The most common determining factor was that of an organization feeling there was a need for the course. The Department of Agriculture was the only agency which did not use this method of determining if a course should be offered. Four of the nine agencies offered a course if the instructor wanted to offer it, and four of the nine agencies would offer a course if a request for that course was received from another agency. The use of the last three factors, B, C, and D, in all cases depended upon support from the public. If the minimum number of persons previously stipulated by the institution were not present at the first class, the course or program was usually cancelled.

IV EXAMINATION AND QUALIFICATION

Table 6 shows that when courses were offered for academic and vocational credit, examinations were given by the instructor or the Department of Education. The Calgary Public School Board, the Correspondence School Branch, the Mount Royal Junior College, the Southern Alberta Institute of Technology, and the University of Calgary all offered credit courses and programs in these fields and all used examinations set either by the instructor, the Department of Education, or both. Whenever an examination was administered in the academic, vocational, or general interest categories a certificate or diploma was presented upon successful completion of the course or program.

Only two agencies, the Mount Royal Junior College and the Southern Alberta Institute of Technology, gave examinations set by the instructors in the general interest category. These examinations were primarily used for the students' self-evaluation and did not determine whether a diploma or certificate would be presented. Diplomas were presented by seven of the nine agencies offering general interest courses if the student attended at least 75 percent of the classes.

A certificate was presented if the requirements were met for one course, and a diploma signified that a series of courses, or a program, had been completed.

V COURSE OR PROGRAM TERMINATION

A variety of factors were present in determining whether a

Table 6

Sponsoring Agencies and Institutions by Type of Program,
Examination Procedures and Qualifications Granted

Sponsoring agency or institution	Type of Program								
	Academic			Vocational			General Interest		
	Examination	Examiner ^a	Diploma or Certificate	Examination	Examiner ^a	Diploma or Certificate	Examination	Examiner ^a	Diploma or Certificate
Calgary Public School Board	yes	1&2	yes	yes	1	yes	no	N/A	yes
City of Calgary Parks and Recreation Department	--	--	--	--	--	--	no	N/A	yes
City of Calgary Health Department	--	--	--	--	--	--	no	N/A	yes
Correspondence School Branch	yes	2	yes	--	--	--	--	N/A	--
Department of Agriculture	--	--	--	--	--	--	no	N/A	no
Division of Vocational Education	--	--	--	no	N/A	yes	no	N/A	no
Glenbow Foundation	--	--	--	--	--	--	no	N/A	no
Mount Royal Junior College	yes	1&2	yes	yes	1	yes	yes	1	yes
Southern Alberta Institute of Technology	yes	1	yes	yes	1	yes	yes	1	yes
University of Calgary	yes	1	yes	yes	1	yes	no	N/A	yes

Note: Data for table 6 were taken from completed interview schedules.

Note: Dashes indicate that this type of program was not offered by the respective agency.

^a1 - instructor

2 - Department of Education

course or program would be discontinued. Unfortunately, data were available from only three of the agencies included in this survey: the Calgary Public School Board; the Southern Alberta Institute of Technology; and the Mount Royal Junior College. The Public School Board dropped its correspondence program because of the high drop-out rate. Several courses were discontinued by the Mount Royal Junior College after evaluation by the administrator and staff. These courses were felt to be inappropriate at that time and would possibly be reviewed at a later date. The Southern Alberta Institute of Technology offered several courses every second year because of lack of interest or demand in a specialized area. The majority of courses discontinued by the three agencies lacked a reasonable attendance and were therefore felt to be an uneconomical endeavor. Lack of students to support courses or programs was the foremost reason offered by the institutions for discontinuing a course.

VI COUNSELLING

All of the public agencies, except the Glenbow Foundation and the City of Calgary Health Department, reported that advice on course selection was available to students at the time of registration. This counselling, or guidance, usually took place for a limited time only at the registration centre at the time of registration. The Calgary Public School Board, the University of Calgary, the Mount Royal Junior College, and the Southern Alberta Institute of Technology reported that professional counsellors were available for special cases throughout the year. The Public Health Board reported 1,823 counselling interviews were held with adult education

students in 1968, three times the number interviewed in the preceding year.

VII SUMMARY OF CHAPTER IV

Approximately 460 adult education courses and programs were offered in the academic, vocational, and general interest areas by public agencies in Calgary in 1968. Four agencies which recognize education as their primary function, (the Calgary Public School Board, the Mount Royal Junior College, the Southern Alberta Institute of Technology, and the University of Calgary) offered the majority of courses in all three areas. A total of one hundred and sixteen courses and programs were offered by more than one agency. This duplication of courses offered was most evident in the academic area. Factors determining the selection of courses offered were: public demand; instructor would like to offer the course; organization feels there is a need for the course; and requests from another agency. Public demand was reported as the most important single factor by the majority of agencies.

Examinations and certificates were administered by all agencies offering academic and vocational courses except the Division of Vocational Education. In most cases, whenever an examination was administered, a certificate or diploma was presented upon successful completion. Only two agencies offering general interest courses did not present a diploma upon completion. The basis for the certificate or diploma in the general interest courses was the attendance records. (The student had to attend at least 75 percent of the classes.)

A variety of factors were present in determining whether a course or program would be discontinued, and the most frequent reason offered was a general lack of students. Counselling was made available for course selection only by all but two of the agencies, and the four major institutions had access to full-time professional counsellors for special cases. The Calgary Public School Board was most active in the area with a total of 1,823 interviews in 1968.

CHAPTER V

INSTRUCTORS AND STUDENTS

This chapter reports the number of full-time and part-time instructional staff employed by public agencies offering adult education courses or programs in the City of Calgary in 1968. The average number of years experience held by the instructional staff of each agency, their pertinent qualifications, and the average wage per hour, is also presented.

Student enrollment in academic, vocational, and general interest courses is presented for each agency, as well as the total enrollment figures for the years 1963 to 1968 inclusive. Unfortunately, enrollment figures were not available from some institutions and agencies for the full six-year period. The minimum, maximum, and average class size for the academic, vocational, and general interest areas is then presented.

I INSTRUCTIONAL STAFF

Number of Instructional Staff

Table 7 shows a total of 907 instructors were employed by the public agencies and institutions involved in adult education in the City of Calgary in 1968. Of the total 907 instructors, 763 were employed on a part-time basis and 144 were employed full time. One hundred and thirty nine of the 144 full-time instructors were employed by the Southern Alberta Institute of Technology Correspondence Division and the Alberta Correspondence School Branch

Table 7

Sponsoring Agencies and Institutions by Number
of Instructors and Years Experience

Sponsoring agencies or institutions	Instructional Staff			
	Part-time	Full-time	Total	Average years experience ^a
Calgary Public School Board	210	0	210	10 years
City of Calgary Parks and Recreation Dept.	100	0	100	2-5 years
Correspondence School Branch	0	128	128	12 years
Department of Agriculture	22	0	22	5 years
City of Calgary Health Department	3	0	3	4 years
Division of Vocational Education	10	0	10	4 years
Mount Royal Junior College	46	5	51	3 years
Southern Alberta Institute of Technology	167	0	167	8-10 years
S.A.I.T. Correspondence	5	11	16	8 years
University of Calgary	200	0	200	4 years
Total	763	144	907	

Note: Data for table 7 were taken from the completed interview schedules.

^aEstimates of administrators of the adult education programs.

specifically for correspondence courses. The remaining five were employed by the Mount Royal Junior College for their regular adult education program.

The Calgary Public School Board and the University of Calgary employed the largest number of part-time instructional staff with 210 and 200 respectively. The Southern Alberta Institute of Technology employed 167 instructors and 100 instructors were employed on a part-time basis by the City of Calgary Parks and Recreation Department. The remaining agencies employed as few as three and as many as forty-six part-time instructors.

Years Experience

Table 7 shows the Calgary Public School Board and the Southern Alberta Institute of Technology reported the highest average years of related experience for their instructional staff at ten years. The fact that many of their staff are professional educators and are recruited from within their own institution may account for the high number of years experience. Data were not available for the Correspondence School Branch, but there were indications that the number of years experience for this group was higher than ten years. The Southern Alberta Institute of Technology Correspondence Division reported their staff held an average of eight years experience while the remaining agencies reported 2 to 5 years of experience as an average for their instructional staff.

Qualifications of Instructional Staff

Table 8 shows the qualification characteristics of the instructional staff for seven of the nine public agencies involved in adult

Table 8

Sponsoring Agencies and Institutions by Qualification
Characteristics of the Instructional Staff

Sponsoring agency or institution	Characteristics ^a				Total Instructors
	Teaching Certificate	Trade Certificate	Both teaching and trade certificate	Knowledge and experience only	
Calgary Public School Board	140	1	1	70	210
City of Calgary Parks and Recreation Dept.	25	0	0	75	100
City of Calgary Health Department	0	3	0	0	3
Correspondence School Branch	128	0	0	0	128
Department of Agriculture	--	--	--	--	22
Division of Vocational Education	1	0	0	9	10
Mount Royal Junior College	9	1	1	43	52
Southern Alberta Institute of Technology	--	--	--	--	167
S.A.I.T. Correspondence	--	--	--	--	16
University of Calgary	150 ^b	0	0	50	200
Total	353	5	2	247	907

^aDashes indicate data were not available.

^bThese instructors did not necessarily hold a teaching certificate but a master or doctorate degree in their specialized field.

Note: Data for table 8 were taken from completed interview schedules.

education in Calgary in 1968. Unfortunately, specific data were not available from the Department of Agriculture and the two divisions of the Southern Alberta Institute of Technology. The Department of Agriculture indicated that the majority of instructors employed held a B.Sc. degree in agriculture. A small number of instructional staff also held a graduate degree in adult education. For the vocational and academic programs the Southern Alberta Institute of Technology employed instructors who held a teaching certificate, a trade certificate, or both. Knowledge and experience was reported as the most frequent criteria used in the selection of instructors for the general interest program.

Of the remaining 703 instructors for whom data were available, 352 held teaching certificates and 247 were employed because of their knowledge and experience in a specific field of study. One hundred and forty of the 210 instructors employed by the Public School Board, and twenty five of the one hundred employed by the City of Calgary Parks and Recreation Department, held a teaching certificate. The differences in the qualification characteristics of the instructional staff is reflected in the type of program offered by these two agencies. The Public School Board was committed to academic and vocational programs, and the Parks and Recreation Department was more concerned with general interest (recreation) programs. The Correspondence School Branch employed only certified teachers (128), and one of the ten instructors employed by the Division of Vocational Education held a teaching certificate.

Forty-three of the fifty-two instructors employed by the Mount Royal Junior College were employed because of their experience

and knowledge, and only nine held a teaching certificate. Many of the instructors who did not hold a teaching certificate, and were employed by the Mount Royal Junior College, were successful in business and held a degree in their specialized area at least at the bachelor level.

The University of Calgary employed a total of 200 instructors for their adult education program and of these, 50 were employed because of their knowledge and experience, and 150 because of their academic training. The 150 instructors employed by the University of Calgary for their academic and vocational programs did not necessarily hold a teaching certificate, but held at least a master or doctorate degree in their specialized area.

Employment Conditions

The Correspondence School Branch and the Southern Alberta Institute of Technology Correspondence Division reported that instructors work an average of 35 hours per week and 36.75 hours per week respectively. Those employed by the Correspondence School Branch and the Southern Alberta Institute of Technology Correspondence Division were paid a monthly salary, which when broken down into an hourly wage averaged \$5 to \$13 and \$7 an hour respectively. Supervisors were employed by both agencies.

Instructors employed by the remaining agencies worked approximately two to three hours per week. Many instructors employed by the Southern Alberta Institute of Technology taught two courses a week and thus, the average hours worked by them doubled from three (one class per week) to six.

Table 9

Sponsoring Agencies and Institutions by Employment
Conditions and Supervision

Sponsoring agency or institution	Average hrs. per week	Wage per hour	Supervisor employed
Calgary Public School Board	3 hours	\$8.50/hr	yes
City of Calgary Parks and Recreation Department	3 hours	\$5 to \$10	no
City of Calgary Health Department	2.5 hours	\$6.50	no
Correspondence School Branch	35 hours	\$5 to \$13	yes
Department of Agriculture	2 hours	not available	yes
Division of Vocational Education	2 hours	\$10	no
Mount Royal Junior College	3 hours	\$15	yes
Southern Alberta Institute of Technology	3-6 hours	\$8 to \$10	yes
S.A.I.T. Correspondence	36.75 hours	\$ 7	yes
University of Calgary	2-3 hours	\$20 to \$30	yes

Note: Data for table 9 were taken from completed interview schedules.

The wage scale differed greatly from one agency to another. The lowest wage offered was \$5 per hour and the highest was \$30 per hour. The rather extreme differences were based primarily on the qualifications of the instructional staff, as well as the number of instructors available for any given course or program.

The City of Calgary Parks and Recreation Department, the City of Calgary Health Department and the Division of Vocational Education reported that supervisory staff was not employed. The remaining agencies and institutions reported that supervisors were employed specifically for the adult education program.

Instructor Recruitment

The Southern Alberta Institute of Technology and the University of Calgary were the only two agencies that reported any difficulty in obtaining qualified staff for their adult education program. The Southern Alberta Institute of Technology reported that the scarcity of instructional staff was a direct result of higher wage scales offered by private industry. The University of Calgary reported that the financial return, although the highest of all the agencies included in this survey, was not as attractive as it appeared. Most of the instructional staff employed by the University were placed in a high income tax bracket and part-time employment was not necessary nor desirable.

The remaining agencies and institutions reported that little difficulty was encountered in hiring suitable staff, except in highly specialized areas, and most agencies reported that for every position that became vacant, two qualified instructors were available.

II STUDENTS

Student Enrollment

Table 10 shows the approximate student enrollment in academic, vocational, and general interest programs sponsored by public agencies in Calgary from 1963 to 1968 inclusive. It should be noted that enrollment figures were not available for some agencies until 1965 or 1966. Because enrollment figures were not kept in a uniform manner, and different agencies defined "academic", "vocational", and "general interest" programs in a different way, only a general overview of student enrollment was available.

The most active agencies in the academic area were the Calgary Public School Board and the University of Calgary. The Correspondence School Branch reported the highest student enrollment, but these figures included the whole province of Alberta, and no data were available for adult students only. However, it was reported that the number of adults registering with the Correspondence School Branch is increasing every year, and a substantial number were from the Calgary area. The Mount Royal Junior College reported a decrease in enrollment in academic courses over the six year period.

The Southern Alberta Institute of Technology Correspondence Division and the University of Calgary reported student enrollment in excess of 2000 for the vocational program in 1968. The Public School Board reported an enrollment of 1,136 in vocational courses in 1968, and a doubling of enrollment from 1966 to 1967. The Southern Alberta Institute of Technology was unable to break down figures for both the vocational and general interest areas, and therefore the total enrollment was presented for this institution. It was

Table 10

Sponsoring Agencies and Institutions by the Student
Enrollment for 1963 to 1968 Inclusive

Sponsoring agency or institution	1963	1964	1965	1966	1967	1968
Academic						
Calgary Public School Board	1,350	1,480	2,922	3,379	3,722	4,432
Correspondence School Branch	—	15,447 ^a	17,054 ^a	17,709 ^a	19,315 ^a	15,288 ^a
Mount Royal Junior College	599	791	73	930	780	488
University of Calgary	—	—	—	—	813	1,036
Vocational						
Calgary Public School Board	235	250	383	697	1,258	1,136
Department of Agriculture	—	—	—	131	231	521
Mount Royal Junior College	—	—	48	97	69	8
Southern Alberta Institute of Technology	2,313 ^b	2,876 ^b	2,776 ^b	3,251 ^b	4,075 ^b	4,549 ^b
S.A.I.T. Correspondence	1,531	1,415	1,450	1,572	1,920	2,179
University of Calgary	—	—	—	—	2,689	2,516
Division of Vocation Education	—	—	—	—	—	—

Table 10 (Continued)

Sponsoring agency or institution	1963	1964	1965	1966	1967	1968
Calgary Public School Board	88	770	919	1,800	3,762	3,915
City of Calgary Parks and Recreation Dept.	3,786	4,332	3,886	5,319	4,757	6,150
City of Calgary Health Department	—	—	112	149	135	117
Glenbow Foundation	—	—	—	—	431	1,562
Mount Royal Junior College	—	—	—	83	69	38
University of Calgary	—	—	—	—	7,818	7,464

Note: Data for table 10 were taken from completed interview schedules and annual reports where available.

Note: Dashes indicate data were not available.

^aThis figure includes all of the students in the Province of Alberta who were enrolled in an academic course with the Correspondence School Branch.

^bThis figure includes all of the students enrolled in adult education courses at the Southern Alberta Institute of Technology.

indicated that more than half of the 4,549 students enrolled in 1968 were in vocational programs.

The University of Calgary and the City of Calgary Parks and Recreation Department reported the largest student enrollment in the general interest areas with 7,464 and 6,150 respectively. The Public School Board and the Glenbow Foundation reported enrollments of 3,915 and 1,562 respectively for 1968.

Table 11 shows that despite fluctuations, most of the public agencies reported that there appeared to be a trend towards an increase in total student enrollment in their adult education programs from 1963 to 1968. The Mount Royal Junior College was the only exception and an increase was reported from 1963 to 1966 by this agency, and then a gradual decrease in student enrollment occurred. Over 25,000 students were enrolled in adult education courses or programs sponsored by public agencies in Calgary in 1968.

Size of Classes

Table 12 shows that the minimum enrollment requirements of the public agencies offering adult education courses and programs varied slightly from course to course. All of the public agencies, except the Glenbow Foundation, required a minimum number of students enrolled in a course before a class would be formed. The majority of institutions required at least 10 to 12 registered students before classes would begin. The City of Calgary Health Department and the Southern Alberta Institute of Technology offered general interest courses if a minimum of 8 students were registered. A minimum enrollment of as few as 6 students was required before the

Table 11

Sponsoring Agencies and Institutions by Total Student
Enrollment for 1963 to 1968 Inclusive

Sponsoring agency or institution	1963	1964	1965	1966	1967	1968
Calgary Public School Board	1,673	2,500	4,224	5,876	8,742	9,483
City of Calgary Parks and Recreation Department	3,876	4,332	3,886	5,319	4,757	6,150
City of Calgary Health Dept.	—	—	112	149	135	117
Correspondence School Branch	—	15,447 ^a	17,054 ^a	17,709 ^a	19,315 ^a	15,288 ^a
Department of Agriculture	—	—	—	131	231	521
Division of Vocational Educ.	—	—	—	—	—	—
Glenbow Foundation	—	—	—	—	431	1,562
Mount Royal Jr. College	559	791	121	1,110	918	534
Southern Alberta Inst. Tech.	2,313	2,876	2,776	3,251	4,075	4,549
S.A.I.T. Correspondence	1,531	1,415	1,450	1,572	1,920	2,179
University of Calgary	—	—	—	—	11,320	11,016

Note: Data for table 11 were taken from completed interview schedules and annual reports where available.

Note: Dashes indicate data were not available.

^aThis figure includes all of the students in the province of Alberta who were enrolled in an academic course with the Correspondence School Branch.

Table 12

Sponsoring Agencies and Institutions by Enrollment
Characteristics of Classes

Sponsoring agency or institution		Minimum	Maximum	Average size of class
Calgary Public School Board	Academic	12	28	16
	Vocational	12	22	16
	Gen. Int.	12	20	15
City of Calgary Parks and Recreation Dept.	Gen. Int.	12	18-60	15
City of Calgary Health Department	Gen. Int.	8	15	10
Department of Agriculture	Vocational	12	225	22
Division of Vocational Education	Vocational	12	25	17
Mount Royal Junior College	Academic	6	45	20
	Vocational	10	15	20
	Gen. Int.	10	25	20
Southern Alberta Institute of Technology	Vocational	15	43	17
	Gen. Int.	8	20	17
University of Calgary	Academic	10	70	18.2
	Vocational	12	70	32
	Gen. Int.	12	40	23

Note: Data for table 12 were taken from completed interview schedules.

Mount Royal Junior College would offer an academic course or program. The Southern Alberta Institute of Technology placed the highest minimum enrollment requirements for their vocational courses at 15 students.

A great deal of variation existed regarding the minimum number of students allowed to make up a class for the academic, vocational and general interest courses offered by public agencies in Calgary in 1968. The City of Calgary Health Department reported the smallest maximum class size allowed at 15 students for their general interest course, and the Mount Royal Junior College reported the same maximum class size for their vocational courses. The Parks and Recreation Department allowed between 18 and 60 students to form one class depending upon the general interest activity. The Department of Agriculture reported the largest maximum class size allowed at 225 students for their vocational program. Generally, the maximum class size allowed by the majority of the agencies for the academic, vocational, and general interest courses was between 20 and 30 students.

Although a great deal of variation existed regarding maximum class size, the average size of adult education classes did not vary to any great extent. The University of Calgary reported the largest average class size for their vocational courses at 32 students. The remaining institutions and agencies reported an average class size of between 10 and 23 students.

SUMMARY OF CHAPTER V

A total of 907 instructors were employed by the public agencies and institutions offering adult education courses and programs

in the City of Calgary in 1968. Of the 907 instructors, 763 were employed part-time, and 144 were employed on a full-time basis. The number of years of teaching or related experience held by the instructional staff varied between two and ten years. From the data available the majority reported having at least four years of experience and holding a teaching certificate or an academic degree of some type. Instructors hired because of their specialized knowledge and experience usually instructed in the general interest area, and seldom in the vocational area. Full-time instructors worked an average of 36 hours per week, and part-time instructors worked approximately two to three hours per week. The wage scale differed greatly from agency to agency. The lowest wage paid was \$5 per hour and the highest was \$30 per hour. The Southern Alberta Institute of Technology and the University of Calgary were the only agencies which reported difficulty in recruitment of instructional staff, and the remaining agencies reported that approximately two applications were received for each position.

Student enrollment figures were not kept in a uniform manner by the public agencies, and enrollment figures were not available from some. However, the enrollment figures that were available indicated a gradual increase occurred in the years 1963 to 1968, and the total number of student enrolled in adult education courses sponsored by public agencies in 1968 was over 25,000 students. The majority of agencies required a minimum class size of at least 10 to 12 students, and the average size of classes for most of the institutions was between 10 and 23 students. A great deal of variation between the agencies existed regarding the maximum number of students allowed

to make up a class. As many as 225 students were allowed by the Department of Agriculture, and as few as 15 made up the maximum set by the Calgary Health Department. Generally, the maximum class size allowed by the majority of the agencies for the academic, vocational, and general interest courses was between 20 and 30 students.

CHAPTER VI

FINANCE, CO-ORDINATION, AND STATUTE AUTHORITY

This chapter is divided into two major sections. The first section summarizes the data concerning the total expenditures made by each public agency in the field of adult education, the average fee charged the student, and the source of revenues. The opinions of adult education administrators concerning co-operation in programming and duplication of courses and programs is then presented.

The second section deals with statute authority in adult education. A brief review of pertinent statutes is presented.

I FINANCE AND CO-ORDINATION

Fees

Table 13 shows that all the public agencies included in this survey charged fees to the adult student except the Glenbow Foundation. The City of Calgary Health Department charged the lowest fee, four dollars, for their course, and reported that 45 percent of the instructional costs were met by the fees charged. The Department of Agriculture charged an average fee of \$20 per course, but were unable to report what percentage of the instructional costs were met by this fee. Two agencies, the Calgary Public School Board and the City of Calgary Parks and Recreation Department reported 100 percent of the instructional costs were met by fees. The average fee charged by these agencies was \$30 and \$12 respectively. The Mount Royal Junior College and the University of Calgary

Table 13

Sponsoring Agencies and Institutions by
Cost to Student and Cost Met by Fees

Sponsoring agency or institution	Average fees	Average cost of books and supplies	Percentage of instructional cost met by fees
Calgary Public School Board	\$30	\$.50 - \$9	100%
City of Calgary Parks and Recreation Dept.	\$12	\$ 10 - \$20	100%
City of Calgary Health Department	\$4	--	45%
Department of Agriculture	\$20	--	--
Division of Vocational Education	\$10 - \$30	included	50 to 75%
Glenbow Foundation	nil	--	--
Mount Royal Junior College	\$30 - \$50 ^a	\$ 12 - \$15	--
Southern Alberta Institute of Technology	\$15 - \$40	\$ 8 - \$15	71%
University of Calgary	\$12 - \$35	\$ 12 - \$15	60 to 75% ^a

^aThis figure includes general interest and vocational courses only. Fees for academic credit courses average \$135 to \$185 and 100% of the instructional cost was met by fees.

Note: Data for table 13 were taken from completed interview schedules.

reported that 100 percent of the academic costs were met by fees. The average fees charged for academic courses offered by these two agencies was \$135 to \$185 per course. For vocational and general interest courses, an average fee of \$30 to \$50 was charged by the Mount Royal Junior College. Data concerning the percentage of instructional costs met by fees was not available for this institution. The University of Calgary reported an average fee of \$12 to \$35 for vocational and general interest courses, and 60 to 75 percent of the instructional costs were met by these fees. The Southern Alberta Institute of Technology reported that 71 percent of the instructional costs were met by the \$15 to \$40 fee charged per course, and the Division of Vocational Education reported that 50 to 75 percent of the instructional costs were met by the \$10 to \$30 fee charged. Books and supplies were included in the fee charged by the Division of Vocational Education.

The City of Calgary Health Department, the Glenbow Foundation, and the Department of Agriculture offered courses in which there was no need for supplementary books and supplies. All of the remaining agencies however, offered courses in which books and supplies were needed and cost on the average, ten to twelve dollars.

Source of Revenue in Addition to Fees

The Glenbow Foundation was the only agency which reported that funds were not received from either the Federal, Provincial, or Municipal governments, but was self-supporting. The City of Calgary subsidized the Parks and Recreation Department, as well as the City Health Department, but the money was not earmarked specifically for

adult education. Varying amounts of money were made available to the Calgary Public School Board, the Mount Royal Junior College, the Southern Alberta Institute of Technology, the University of Calgary, the Department of Agriculture, and the Correspondence School Branch, by the Province of Alberta, the City of Calgary and the Federal Government. Table 14 shows the grants received from the Province of Alberta by four of the agencies included in this survey. Data concerning grants from the three levels of government to the remaining public agencies offering adult education programs were not available. In 1968, Mount Royal Junior College received \$80,452 from the provincial government, and the second largest grant recorded, \$58,000, was received by the Southern Alberta Institute of Technology. From the available data, it may be estimated that more than a quarter of a million dollars was received by public agencies offering adult education courses in Calgary in 1968, from either the provincial or federal government. (This is assuming that the Calgary Public School Board received the same size of grant in 1968 as in 1967.) The Mount Royal Junior College did not receive any grants from 1963 to 1966 inclusive as it was then a private school. The adult education program sponsored by the Calgary Public School Board was subsidized by the School Board, to the extent of \$15,094 in 1964; \$27,774 in 1965; \$59,109 in 1966; and \$95,503 in 1967. It was reported that this subsidy will continue to increase each year if more money in the form of grants is not made available specifically for adult education by the provincial government.

Table 14

Grants Received from the Government of
Alberta by Sponsoring Agencies

Agency	Year					
	1963	1964	1965	1966	1967	1968
Calgary Public School Board	\$3,063 ^a	4,336 ^a	11,817 ^a	20,993 ^a	41,123 ^a	--
Mount Royal Junior College	0	0	0	0	4,324	80,452
Southern Alberta Inst. of Tech.	280	--	730	1,000	51,000	58,000
S.A.I.T. Correspondence	17,385	23,600	24,075	23,160	26,495	45,311

Note: Data for table 14 were taken from completed interview schedules and annual reports where available.

Note: Dashes indicate data were not available.

^aThis figure includes grants from the Federal Government.

Expenditures

Data were not available concerning expenditures for adult education programs from the following agencies and institutions: the City of Calgary Health Department (1968 expenditures were \$800); the Department of Agriculture; the Division of Vocational Education; the Glenbow Foundation; and the University of Calgary. The Department of Agriculture reported that data relating specifically to the City of Calgary would be impossible to calculate because records were kept for a large portion of the Province of Alberta, which included Calgary, and separation of this information was not feasible. Expenditures made by the Division of Vocational Education were calculated on a regional basis also, and separate figures were not available. The Correspondence School Branch had no record of the expenditures made in adult education in the City of Calgary but only figures for the total provincial correspondence program. Data concerning expenditures made by the University of Calgary for their adult education program were requested, but not received by this investigator.

Table 15 shows the expenditures made by the remaining five agencies for adult education programs from 1963 to 1968 inclusive. Expenditures made by the Mount Royal Junior College fluctuated greatly in the six year period reaching a high of \$119,283 in 1967 and falling off to \$75,588 in 1968. In all other cases, expenditures for adult education showed a gradual increase and over the six year period, the increase recorded being three to four times the original expenditure in 1963. In the case of the Calgary Public School Board the increase was twelve-fold over a period of five years. (The 1968 expenditure figure was not available.) The highest expenditure figures were

Table 15

Sponsoring Agencies and Institutions by Expenditures for Adult
Education for the Years 1963 to 1968 Inclusive

Sponsoring agency or institutions	1963	1964	1965	1966	1967	1968
Calgary Public School Board	\$25,711	61,766	118,750	184,591	294,170	—
City of Calgary Parks and Recreation Department	—	12,489	11,935	17,521	20,752	43,962
City of Calgary Health Department	—	—	—	—	—	800
Correspondence School Branch	—	—	—	—	—	—
Department of Agriculture	—	—	—	—	—	—
Division of Vocational Education	—	—	—	—	—	—
Glenbow Foundation	—	—	—	—	—	—
Mount Royal Junior College	27,722	59,768	117,002	104,815	119,283	75,588
Southern Alberta Institute of Technology	58,000	67,000	90,000	106,000	176,000	198,000
S.A.I.T. Correspondence School	38,000	43,300	44,640	46,500	56,600	76,700
University of Calgary	—	—	—	—	—	—

Note: Data for table 15 were taken from completed interview schedules and annual reports where available.

Note: Dashes indicate data were not available except in the case of the University of Calgary where the data were not released.

recorded by the Calgary Public School Board (assuming 1968 expenditures remained the same as 1967) and the Southern Alberta Institute of Technology. Because of the large program offered by the University of Calgary, expenditures for adult education by this institution were probably comparable to those of the Calgary Public School Board. From the available data, it is estimated that over one-half million dollars was spent by public agencies and institutions in the field of adult education in the City of Calgary in 1968.

Student Grants and Scholarships

Grants and scholarships for students attending adult education courses or programs sponsored by public agencies in Calgary were not available from any level of government in 1968. In many cases private companies paid all, or a portion of the tuition fee on behalf of their employees upon presentation of a certificate or diploma indicating they had completed the course or program satisfactorily. This arrangement occurred only in the vocational and academic areas, and was reported by the majority of agencies as becoming an increasingly common occurrence.

Co-operation and Duplication

Table 16 shows some of the opinions of adult education administrators concerning co-operation, duplication, and the need for co-ordination. The Correspondence School Branch and the Southern Alberta Institute of Technology Correspondence Division were not included in Table 16 as both agencies felt the questions asked in this area did not pertain to their type of operation (correspondence instruction). All of the remaining agencies, except the City of Calgary Health Department,

Table 16

Sponsoring Agencies and Institutions by Opinions Stating
Co-operation, Duplication and Co-ordination

Sponsoring agency or institution	Co-operate	Duplication Exists	Necessary	Need for Co-ordination
Calgary Public School Board	yes	yes	no	yes
City of Calgary Parks and Recreation Department	yes	yes	no	yes
City of Calgary Health Department	no	yes	no	yes
Department of Agriculture	yes	yes	no	yes
Division of Vocational Education	yes	yes	yes	yes
Mount Royal Junior College	yes	yes	yes	yes
Southern Alberta Institute of Technology	yes	yes	yes	yes
University of Calgary	yes	yes	yes	no

Note: Data for table 16 were taken from completed interview schedules.

reported co-operating with at least one other agency involved in adult education in the development of the courses and programs offered. The Calgary Public School Board and the City of Calgary Parks and Recreation Department entered into a two-year formal agreement in July, 1967 for the purpose of co-ordinating courses and programs offered by both agencies. Only the general interest area was affected by this agreement and it was reported that the arrangement was very workable and will "undoubtedly lead to a more efficient operation."²⁶ The Public School Board co-operated with the University of Calgary, the Mount Royal Junior College, the Calgary Public Library, the Division of Vocational Education, and the Y.W.C.A. on an informal basis, as did the Parks and Recreation Department.

The remaining agencies reporting co-operation with other agencies offering adult education, did so on an informal basis, and the majority reported at least three such contacts. Although private corporations and businesses did not offer adult education programs, they were consulted frequently by the majority of sponsoring public agencies and institutions.

Table 16 also shows the opinions of administrators of adult education programs sponsored by public agencies in Calgary, concerning duplication of courses and programs. All of the administrators felt there was duplication of courses and programs in adult education offered by the public sector. Administrators of the Calgary Public School Board, the Parks and Recreation Department, the City of Calgary Health Department, and the Department of Agriculture, felt this duplication was not necessary. The most common reasons offered why duplication should not exist was the limited population size of the

City of Calgary, and the lack of financial support for existing programs. Duplication of courses and programs was felt to be necessary by the Division of Vocational Education, the Mount Royal Junior College, the Southern Alberta Institute of Technology, and the University of Calgary. The reasons offered by this group of administrators in favour of a limited amount of duplication were:

1. Population size is large.
2. Different levels of adult education should be handled by different educational agencies.
3. Location of facilities dictates that courses should be duplicated in different areas of the city.
4. Entrance requirements differ from agency to agency for the same course or program.

All of the administrators, except the University of Calgary, felt that there was a definite need for co-ordination of adult education programs and courses offered by public agencies in the City of Calgary. The University of Calgary objected to the term "co-ordination", but agreed that "co-operation" among the public agencies and institutions was essential.

All of the administrators felt that some type of co-ordinating (co-operating) body should be formed, but there was no consensus concerning the composition of such a body. Only two administrators favoured the establishment of a provincial co-ordinating body, with agencies active in adult education acting as advisory members. There was a fear expressed by some administrators that the provincial government may take the "Big Brother" attitude, thereby destroying local autonomy and initiative which was felt to be necessary to meet

the specific needs of the community.

The most predominant suggestion was the establishment of a metropolitan board for co-ordination and research for the prediction of need. All public agencies involved in adult education would be represented on this board with equal powers. Again, there was much disagreement among administrators concerning the allocation of powers. A fear of losing existing autonomy was also expressed. It was reported that an informal body, made up of the major agencies offering adult education was evolving in Calgary and some meetings had been held during 1968. All of the public agencies and institutions were not included in this group.

II STATUTE AUTHORITY

Under the British North America Act of 1867, education is the responsibility of the provincial governments. Since all of the agencies and institutions included in this survey were ultimately responsible to a provincial authority, only the literature dealing with provincial statute authority was reviewed.

Legislation concerning the field of adult education in the Province of Alberta is permissive in nature, and few guidelines, is any, are spelled out to ensure continuity of development of programs. The option to provide continuing education for adults is given to the local school authority as stated in section 397 of The School Act: (27: 144).

397. (1) The board of a non-divisional district or of a division may, for the purpose of providing educational service of a general, vocational or avocational nature to adults, arrange for the establishment and operation of a night school or day school or both.

(2) Where a school is established under subsection (1), the board may

- (a) appoint persons to provide instruction in the school,
- (b) appoint such other persons as are required to operate and maintain the school, and
- (c) charge such tuition fees as it considers proper.

[R.S.A. 1955, c.297, s.397; 1966, c.90, s.30]

Regulations under the School Grants Act, section 4, sub-section (e)

(28: 1), provided for the payment of grants to assist in carrying out night classes. The term "night classes" was interpreted to include adult education programs, and as indicated previously in this survey, sizeable sums of money were made available to public education agencies involved in adult education in the City of Calgary. Similar provisions for adult education are made under The Public Junior Colleges Act, section 34, assented to on April 14, 1958. (29: 11).

34. A college board shall, so far as it is within the power of the board, provide

- (a) courses of study for students who require one year of university training beyond matriculation into a university,
- (b) day courses of a general or vocational nature,
- (c) evening courses of an academic, vocational, cultural or practical nature, and
- (d) short courses or institutes to meet the needs of special interest groups.

[1958, c.64, s.34; 1966, c.105, s.77]

Again, the local authority, the college board, was given the responsibility to provide programs and courses for the adult student. The Minister held responsible under The School Act, the School Grants Act, and The Public Junior Colleges Act, was the Minister of Education.

The Recreation Development Act (30: 2) was assented to on April 11, 1967, primarily to promote and encourage the orderly development of recreation activities and facilities in the Province of Alberta for the people of Alberta. In order to carry out this function, the provincial Department of Youth was given the power to become directly

involved in recreation in the province, and in some cases this encompassed adult education. Thus, the responsibility for adult education was given in part to the Minister of Youth.

The Provincial Secretary also became indirectly responsible for portions of adult education when the Alberta Legislature assented to The Cultural Development Act on April 11, 1967. The term "adult education" was not used but as Section 3 (31: 1) shows, cultural activities may be interpreted in adult education activities offered in the City of Calgary.

3. In order to promote, encourage and co-ordinate the orderly cultural development of Alberta, the Minister may:

- (a) carry out surveys, call public meetings, promote publicity campaigns, institute enquiries, disseminate information and initiate policies and measures;
- (b) conduct workshops, seminars, schools, conferences and exhibitions;
- (c) engage instructors, lecturers, leaders and part-time staff and pay them such honorarium, fee, commission, salary or wage as he may establish from time to time and authorize payment of their necessary travelling and other expenses;
- (d) rent buildings or grounds and rent or purchase facilities and supplies;
- (e) provide accommodation and meals for instructors, lecturers, leaders, part-time staff, students and others attending workshops, seminars, schools, conferences and exhibitions;
- (f) establish and collect registration and other fees from students and others attending workshops, seminars, schools, conferences and exhibitions.

Through the Extension and College Division, the Department of Agriculture in 1968 was increasingly playing an important role in adult education in Alberta (32: 56). Under provisions of The Agricultural Department Act, regional personnel were coming in contact with adults in almost every rural area of the province, offering programs of a general interest and vocational nature. The Minister responsible for this Department was the Minister of Agriculture.

SUMMARY OF CHAPTER VI

All of the public agencies offering adult education in Calgary, except the Glenbow Foundation, charged fees for the courses and programs they presented. The average fee ranged from \$4 to \$185 and the average cost of books and supplies ranged from \$.50 to \$20. The Calgary Public School Board and the City of Calgary Parks and Recreation Department reported that 100 percent of their instructional costs were met by fees, as were the academic courses offered by the Mount Royal Junior College and the University of Calgary. The remaining agencies reported that over 50 percent of the instructional costs were met by fees.

Three levels of government; the federal, provincial and municipal, made money available in the form of grants and subsidies to all of the public agencies offering adult education programs in Calgary, except the Glenbow Foundation. The amount of money made available varied greatly from one agency to another. Expenditure figures were not available from all of the agencies included in the survey, but figures that were available indicate that over one-half million dollars was spent by public agencies in Calgary in the field of adult education in 1968.

Only one agency reported it did not co-operate with a second agency in the development of their adults education courses and programs. All of the administrators felt there was duplication of courses and programs in Calgary, and four administrators felt this duplication was not necessary. Several arguments, pro and con, were offered by the administrators concerning this question. All of the

administrators felt that some method of co-ordination or co-operation was needed in the field of adult education in Calgary.

A brief review of legislation enacted in the Province of Alberta indicated that adult education was not exclusively the responsibility of any one government Department or Minister. No less than three Ministers - the Ministers of Education, Youth, Agriculture, and the Provincial Secretary - held varying degrees of responsibility in this field. No guidelines were established concerning overall co-ordination of adult education courses or programs offered by public agencies in the province, and in all of the statutes reviewed, the term "adult education" was used only once (Section 397 of The School Act).

CHAPTER VII

SUMMARY, OBSERVATIONS, AND RECOMMENDATIONS

I SUMMARY

The main purpose of this survey was to describe the adult education programs offered by public agencies and institutions in the City of Calgary as they existed in 1968. Some historical data were used including expenditures and student enrollments over a six year period, as well as data describing the instructional staff employed by each agency in 1968. An attempt was also made to determine the source of funds and the final responsibility for adult education in the Province of Alberta.

To collect these data, the investigator, using an interview schedule, interviewed the adult education administrators from each agency included in the survey. When information such as financial statements were not immediately available, an unused interview schedule was left with the administrator and returned by mail at a later date. This occurred with the majority of institutions. The remaining data were obtained by compilation of details from program calendars and annual reports where available.

Calgary was the second largest city in the Province of Alberta, with a population of 354,631 in 1968, and over two thirds of this total population was found in the north-west and south-west geographic areas of the city. Thirty-two of the thirty-nine (approximately 3/4) of the facilities used for adult education were located in these same geographic areas. Many agencies made rental or co-operative agreements with other agencies for facilities if they did not own and operate

facilities felt to be suitable for their adult education program. Six of the ten administrators interviewed stated there was a definite need for new facilities for their adult education program, and of these six agencies, five were planning new facilities to be completed in the near future. One of the six agencies, the Calgary Public School Board, was planning to build an Adult Day Centre.

Approximately 460 adult education courses and programs were offered in the academic, vocational, and general interest areas by public agencies in Calgary in 1968. Four agencies which recognize education as their primary function - the Calgary Public School Board, the Mount Royal Junior College, the Southern Alberta Institute of Technology, and the University of Calgary - offered the majority of courses in all three areas. The City of Calgary Health Department, the Department of Agriculture, and the Glenbow Foundation have, as their primary function, areas not specifically concerned with education. Thus, their involvement in presenting adult education courses and programs was minimal and narrow in its scope. Of the 460 courses and programs offered, a total of one hundred and sixteen were offered at the same time by more than one agency. This duplication of available courses was most evident in the academic area. Four major factors determined whether a course or program would be offered: public demand; instructor would like to offer the course; the organization felt there was a need for the course; and requests from another agency. Public demand was reported as the most important single factor by the majority of agencies.

Examinations and certificates were presented by all agencies offering academic and vocational courses except the Division of

Vocational Education. If a student attended seventy-five percent of the general interest classes, all but two of the sponsoring agencies presented certificates. Several factors determined whether a course or program would be continued. The most common reason offered for discontinuing a course or program was a lack of students. Only two agencies did not have course selection guidance available for students, and four of the major educational institutions had access to full-time professional counsellors for special cases. The Calgary Public School Board was most active in counselling with a total of 1,823 interviews in 1968.

A total of 907 instructors were employed by public agencies and institutions offering adult education in Calgary in 1968. Of the 907 instructors, 763 were employed part time, and 144 were employed on a full time basis. (Correspondence School Branch and S.A.I.T. Correspondence Division employed 139 of the 144 full-time instructors.) The majority of the instructional staff had at least four years of teaching or related experience, and these figures varied from two to ten years. The majority of the instructors held a teaching certificate or an academic degree of some type, and instructors hired because of their specialized knowledge and experience usually instructed in the general interest area, and seldom in the vocational or academic area. Full-time instructors worked an average of 36 hours per week, and part-time instructors worked approximately two to three hours per week. The wage scale differed greatly from agency to agency. The lowest wage paid was \$5 per hour and the highest was \$30 per hour. Most of the agencies reported little difficulty in recruitment of instructional staff, and all but two reported that approximately two

applications were received for each position.

Enrollment figures that were available indicated that a gradual increase occurred in the years 1963 to 1968, and the total number of students enrolled in adult education courses sponsored by public agencies in 1968 was over 25,000. Most of the agencies required a minimum class size of 10 to 12 students before a course would be offered, and the average size of adult education classes in Calgary was between 10 and 23 students. The maximum number of students allowed in adult education classes varied greatly from agency to agency. As many as 225 were allowed by the Department of Agriculture, and as few as 15 made up the maximum class enrollment set by the Calgary Health Department. Generally, the maximum class size allowed by the majority of the agencies for the academic, vocational, and general interest courses was between 20 and 30 students.

Most of the public agencies offering adult education courses in the City of Calgary charged a fee which ranged from \$4 to \$185. The average cost of books and supplies ranged from \$.50 to \$20. Two agencies, the Calgary Public School Board and the City of Calgary Parks and Recreation Department reported that 100 percent of their instructional costs were met by fees. Instructional costs of the academic courses offered by the Mount Royal Junior College and the University of Calgary were also met by fees. The remaining agencies reported that at least half of the instructional costs for all courses and programs were met by student fees.

Grants and subsidies from three levels of government, federal, provincial, and municipal, were made available to public agencies offering adult education programs in Calgary in 1968. The amount of

money made available varied greatly from agency to agency and it is estimated that public agencies in Calgary offering adult education courses in 1968 received more than a quarter of a million dollars in the form of grants and subsidies. Expenditure figures were not available from all of the agencies included in the survey, but available figures indicated that over one-half million dollars was spent by public agencies in Calgary in the field of adult education in 1968.

Co-operation among public agencies on an informal basis was common. Only one agency reported they did not co-operate with a second agency in the development of their adult education courses and programs in 1968. All of the administrators were of the opinion that duplication of courses and programs existed in the City of Calgary, and four felt this duplication was not necessary. Several arguments were offered in favour and against the existing duplication but all agreed that some method of co-operation or co-ordination was needed in the field of adult education in Calgary.

A brief review of the legislation enacted in the province of Alberta up to and including the 1968 Legislative Assembly, indicated that adult education was not the exclusive responsibility of one government Department or Minister. The Ministers of Education, Youth, Agriculture, and the Provincial Secretary held varying degrees of responsibility in this field. No provisions were made in any of the statutes reviewed for the overall co-ordination of government sponsored education programs for adults in the Province of Alberta.

II OBSERVATIONS

1. Adult education courses and programs were available in all of the four geographical areas of the City of Calgary in 1968. This situation was due primarily to the co-operative arrangement between the Calgary Public School Board and the City of Calgary Parks and Recreation Department. Because public school facilities were located in all of the communities within Calgary, and could be used by the two agencies whenever the need arose, at least a minimum adult education program was available to the majority of citizens in Calgary.

2. Duplication of adult education courses and programs offered by public agencies and institutions in the City of Calgary existed in 1968. Half of the administrators felt that this duplication was necessary; half felt it was not. There appears to be a need for some form of co-ordinating or co-operating body which would prevent unnecessary duplication of services.

Administrators of adult education programs in the City of Calgary were receptive to the suggestion that a co-ordinating (co-operating) body made up of all the members be formed in order to best utilize the facilities, personnel, and resources at their disposal. An informal body composed of the major institutions and agencies offering adult education courses and programs was formed and had met several times in 1968.

3. Competition for the adult student existed between the public agencies and institutions offering adult education courses in Calgary. For example, fees charged for the same course or program varied greatly from one agency to another. At times, the fees charged for the same

course was almost half that charged by a second agency.

4. More than a quarter of a million dollars was received by public agencies and institutions offering adult education courses in Calgary in 1968 from federal, provincial, and municipal governments. Yet, duplication and competition still existed between these same agencies and institutions during that year. No apparent attempt was made by these government bodies to specifically control expenditures of the agencies offering adult education courses.

5. Enrollment in adult education courses and programs sponsored by public agencies and institutions in the City of Calgary increased three-fold from 1963 to 1968, indicating an increasing interest in continuing education by Calgarians.

6. A brief review of legislation enacted in the Province of Alberta indicated that adult education was not the exclusive responsibility of any one government department or minister. Three ministers and the Provincial Secretary held varying degrees of responsibility in this field. No guidelines were established concerning overall co-ordination of adult education courses and programs offered by public agencies in the province.

III RECOMMENDATIONS

Included in this section are recommendations which the investigator feels would improve adult education in the City of Calgary, and in some cases, the Province of Alberta. Also included are recommendations for future research.

1. The investigator feels from the data that unnecessary duplication of services exists in the City of Calgary and a co-ordinating or

co-operating body should be formed, composed of ALL of the public agencies involved in offering adult education courses and programs. The Provincial Government should be approached with a view to supplying funds necessary for the administration of this co-ordinating or co-operating body. This would be a major step in the formation of a body concerned specifically with adult education which could include private agencies as well as public agencies and institutions in the future.

2. If a co-ordinating or co-operating body were formed, in Calgary, safeguards must be implemented to ensure that the larger agencies and institutions do not dominate the body. Some method of equal representation would have to be worked out to the satisfaction of all of the members.

3. It is recommended that the Provincial Government recognize adult education as an important and necessary field of education in this ever-increasing leisure-oriented society. One method of achieving this goal would be to assign adult education as the responsibility of one Provincial Minister, preferably the Minister of Education.

4. A common basis for setting fees should be established by the public agencies concerned in order to minimize competition within the public sector.

5. A survey, similar in nature to the present study, should be carried out of the private agencies and institutions in the City of Calgary in the near future. Before any major policies are made concerning adult education in Calgary, the total adult education resources of the community should be investigated.

6. Further research should be carried out in the field of adult

education finance. Possible methods of financing adult education programs and federal, provincial, and municipal grant structure are just two areas which should be investigated further.

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APPENDIX

UNIVERSITY OF ALBERTA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

March 4, 1969

The Principal
Southern Alberta Institute of Technology
1301 - 16th Ave., N.W.
Calgary, Alberta

Dear Sir:

As part of my studies leading to the M.Ed. degree, I am conducting a survey of adult education programs offered by public institutions in the City of Calgary. This survey is being carried out under the supervision of Dr. L. R. Gue of the Department of Educational Administration, Faculty of Education, University of Alberta.

Because of the small number of institutions, and the importance of replies from all the institutions included in the survey, I would like to request an interview with you during the week of March 17 if this is convenient. I assure you that the time asked of you will be minimal and I believe that the survey will prove to be of value to the field of adult education.

At the completion of the survey, a summary of the results will be sent to you for your information. I will be arriving in Calgary on Sunday, March 16th, and will be in contact with you to make any further arrangements that you may feel necessary.

Thanking you in advance for your co-operation, I remain,

Yours truly,

Thomas D. Shields
Graduate Student

2. Are students required to write an examination in order to pass a course? Academic ____ Vocational ____ General Interest ____.

3. Who sets the examination?

Academic ____

Vocational ____

General Interest ____

KEY: Instructor - 1

Apprenticeship Board - 2

Dept. of Education - 3

Others (specify) - 4

4. Factors determining whether a specific course will be provided.

- a. Large public demand for the course ____ (number of persons) ____
- b. An instructor wants to offer the course ____
- c. The organization feels there will be enough interest ____
- d. Another agency requests that you provide such a course ____
- e. Other reasons (specify) _____

5. Courses offered last year, but NOT offered this year.

Course or program	Reason

- Possible reasons:
- a. Too few students ,
- b. No instructor available
- c. Lack of sufficient equipment
- d. Space needed for other courses
- e. Other reasons (specify)

6. If one of the reasons for providing a course is because of public demand, how is this public demand measured? _____

7. Is counselling available to your students? Yes ____ No ____

II. FINANCING OF PROGRAMS

1. What are the fees charged to the student for the different courses ? Refer to ques. #1-1, column "Fees".
2. What is the total expenditure for the adult education program offered by your institution for the following years?

1963 _____	1966 _____
1964 _____	1967 _____
1965 _____	1968 _____
3. Are textbooks and supplies included in the fees charged the students? Yes ____ No ____ (If no, how much on an average per course _____.)
4. Is the cost of the program (operating expenses) met by fees charged the student? Yes ____ No ____ If partial, what % approximately _____.
5. Sources of revenue received: (obtain financial statements where possible)
 Government of Alberta grants _____
 Federal Government grants _____
 City of Calgary grant _____
 Others (specify) _____

6. Are grants available to students? _____ Source _____

Are scholarships available? _____ Source _____

Range or average amount:

Grants _____ Scholarships _____

7. Approximately how much financial aid was received from the sources listed below, specifically for the adult education program for the following years?

	1963	1964	1965	1966	1967	1968
Province of Alberta	_____	_____	_____	_____	_____	_____
Federal Government	_____	_____	_____	_____	_____	_____
City of Calgary	_____	_____	_____	_____	_____	_____
Others	_____	_____	_____	_____	_____	_____
If Others Specify	_____	_____	_____	_____	_____	_____

INSTRUCTORS

1. How many instructors are employed? Total _____

Part time _____

Full time _____

2. Is there any problem obtaining qualified staff for the adult education program? Yes ____ No ____

If yes, state reason(s) _____

If no, approximately how many apply for one position? _____

3. Characteristics of instructional staff.

a) Hold teaching certificates from Department of Education _____

b) Hold trade certificates in area they are instructing _____

c) Hold BOTH of the above _____

d) Are employed as instructors because of their knowledge and

- experience, and NOT because of a, b, and c above _____.
3. How many hours do instructors instruct per week? _____.
4. What is the average of teaching experience (years) of the instructional staff? _____.
- Are there any extremes? _____.
5. What is the rate of pay for instructors?
- Per hour _____
- Per course _____
- Other _____
6. Are supervisors employed? Yes _____ No _____

FACILITIES

1. Does your organization have its own instructional facilities?
- Yes _____ No _____
2. Address of facilities in the City of Calgary that are used.

3. In column "A" above check any facilities that are rented.
4. In column "A" above, place an X if these facilities are used through any other type of agreement. Elaborate _____
- _____
- _____

5. Are your present facilities used to capacity? Yes ____ No ____
6. Do you need more facilities? Yes ____ No ____.
7. If yes above, what are your specific needs? _____

8. Are there any new facilities that are in the process of being built, or promised in the near future? Yes ____ No ____
If yes, specify _____

STUDENTS

1. How many students were enrolled in adult education offered by your institution in the following years:

1963	1964	1965	1966	1967	1968	
						Academic
						Vocational
						Gen. Int.

2. Have any students had to be turned away because of lack of facilities? Yes ____ No ____ (Within the last year).
3. What is the smallest number of students that a course is held for? Maximum size of Class ?
- | | | | |
|------------|-------|------------|-------|
| Academic | _____ | Academic | _____ |
| Vocational | _____ | Vocational | _____ |
| Gen. Int. | _____ | Gen. Int. | _____ |

4. What is the average size of classes in your institution?

Academic _____

Vocational _____

General Interest _____

GENERAL

1. Do you work with any other organization that is involved in adult education in developing the courses and programs that you offer?

Yes _____ No _____

If yes, name them.

2. Is there duplication of adult education programs in the City of Calgary being offered by the public sector? Yes ____ No ____

If yes, is this duplication necessary? (why or why not?) _____

3. Is there a need for co-ordination of adult education programs offered by public institutions in the City of Calgary? Yes ____

No ____

4. If there is a need for this co-ordination who should be asked to undertake this task? (Why?) _____

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